



Managing National Assessment Report

Tuakau College

July 2023

FINDINGS OF THIS REVIEW

Tuakau College

27 July 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.

Considerations and actions

For consideration

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

- developing a centralised digital storage platform to complement and streamline the moderation process
- teachers taking ownership of supporting students to log in to the NZQA website to use the functions available.

No action required

The school has no action items relating to the quality of their assessment systems.

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24/11/2023

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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 1 March 2018 Managing National Assessment Report

Tuakau College has addressed the two action items and has effectively communicated these to staff and students. There is now an understanding and clarity of the resubmission process and the school's documentation now uses appropriate NZQA terminology. This supports the use of valid schoolwide processes to ensure credible assessment.

External moderation response to outcomes and processes The school has a process in place to respond to external moderation. When Not Consistent / Not Yet Consistent outcomes are identified due to assessor decisions not being at the standard, teachers respond to moderator feedback with an action plan. Heads of Learning audit every department area and the Principal's Nominee does a follow up check. Assistant Principal's support Kaiako to understand the standards. They are working with external verifiers to help make good judgements and encouraging staff to attend professional development and cluster meetings if needed. The Principal's Nominee now follows up actions to ensure completion is appropriate.

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)

Tuakau College uses self-review to reflect and to continually revise their learning programmes to best meet student needs and support student achievement outcomes. Heads of Learning initiate regular staff development in their meetings to build teacher capability to engage students and embed effective teaching, learning and assessment practices.

Review is a continual process including responding to teacher and student voice. Many initiatives are being implemented and revised as students move through the levels.

These include:

- integrating local history into learning contexts with the support of the iwi and hapu, to further engage students in learning and assessment
- subject-specific Professional Learning Development workshops for staff to strengthen teachers' content knowledge and teaching practice including the NCEA changes, to promote effective teaching and learning within the school
- actively participating in digital examinations and offering students and teachers' good exposure to become familiar with the NZQA digital platform, and for the school to gain an understanding of student readiness for the literacy and numeracy assessments

- identifying students who are potentially entitled to special assessment conditions and investigating how to support students by resourcing access to fair assessment
- implementing a six-day timetable to be flexible to cater for students that attend external courses, enabling them to also attain in curriculum areas and for the readiness of digital practice exams.

Ongoing tracking of students provides data to senior management assisting with identification of further work or gaps that need to be addressed.

The school is implementing a number of approaches aimed at developing a culturally inclusive learning environment that supports students to achieve to their potential. The school is engaged in a thorough review of Māori achievement to promote equity of outcomes for all students. The Principal and staff are committed to incorporating Te Reo Māori me ōna tikanga in all programmes. Staff are making a conscious effort to learn to speak Te Reo Māori. All staff participate actively within the pōwhiri process and partake in aspects of the protocols. Reo Rua classes, Te Ao Haka and Pūhoro programmes are three examples that are engaging Māori students in learning and attainment. This has enhanced whanaungatanga, developing an inclusive culture that has led to improvement of achievement outcomes.

Matariki Awards celebration acknowledge Māori achievement and leadership throughout the school. Whānau, hapū and iwi representation is invited to the event to see their child's success. The school's approaches have been successful in raising Māori student achievement over the past years.

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, TEO's assessing Achievement Standards and Candidates 2023)

Science Technology Engineering and Technology (STEM) improvement over the past years Students understand the relevance of STEM subjects in providing equitable access to future opportunities. The Pūhoro programme is held at the AUT premises, and this provides opportunities for students to realise the connection of Mātauranga Māori in STEM. STEM pathways engage students' interests and improve academic achievement as well as encouraging students to aspire to careers in STEM pathways.

Student voice is valued Ongoing reflection provides feedback for teachers to keep students motivated to succeed. Student voice is collected through ongoing evaluations within subject areas. The Heads of Departments disseminate the results to teachers to inform improvements to teaching strategies and to develop a plan for future student programmes.

Tracking of students' achievement is a focus Student achievement is effectively tracked and monitored by the Deputy Principals who ensure that student success is paramount. Students at risk of not achieving are put on an individual programme with support systems to assist. The school's monitoring enables strategies to be implemented early, including changes to courses, tutorials, counselling and wrap around services within the school.

Vocational Pathway model provides pathways for students Tuakau College provides students with a wide variety of course options to meet the needs, interests, and career aspirations of their students. The school uses external providers, multi-level, and subject classes, and has extended the vocational pathways programme and individualised assessment programmes to cater for their students' choices.

A successful school initiative is the Vocational Pathways programme, tailored to student needs. This approach shows the school's ability to effectively develop, deliver and review alternative assessment paths. Through building partnerships with the Manukau Institute of Technology and other providers the school delivers qualifications programmes to a select group of 45 students.

Learner Login Tuakau College acknowledge that whānau teachers need to take ownership of getting students to access their NCEA information via the NZQA website. Students currently know all teachers can give them their credit and assessment information using the up-to-date school tracking systems. This is becoming increasingly important as the school is getting more students. Teacher support will also allow students to access digital examinations and the other functionalities available through the Learner login.

Communication and support are effective Students are well informed about NCEA and supported by the school to attain their qualification and career goals. Tuakau College effectively communicates information through different information platforms to students and whānau. Students are mentored and receive careers advice from the Senior College Dean and the Careers Adviser who supports them to set goals and work towards their chosen pathway.

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)

The school's internal moderation systems are robust and provide assurance to senior managers that assessment outcomes are valid and at the expected standard. The Principal's Nominee has a 16-step internal checklist for staff to follow and this process is embedded across the school. He regularly reviews the online documentation completed by teachers to ensure that results reported to NZQA have been through the complete quality assurance process.

The school has a hybrid system whereby Heads of Learning check and monitor their subject areas' internal moderation and store the students' work in a lockable cupboard or digitally. This is also monitored by the Principal's Nominee. All requested work is submitted for external moderation in a timely manner.

A centralised digital storage platform would complement and streamline the moderation process. New digital cover sheets and digital storage folders with links to student evidence could be a way to make access easier for all staff and checking and monitoring a more efficient process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of student

Tuakau 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.

Tuakau College 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Tuakau 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.

Tuakau 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

Tuakau 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.

Tuakau 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
- 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
- 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

Tuakau 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 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.

Tuakau 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 in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA’s review of how effectively Tuakau 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) 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
- Tuakau Assessment & Policy Guidelines
- *Teacher / Kaiako Handbook, Managing National Assessment, Tuakau College 2023 (Staff Handbook)*
- *Student Handbook, National Qualifications, Tuakau College 2023 (Student Handbook).*

The School Relationship Manager met with:

- the Principal's Nominee / Head of Mathematics
- Assistant Principal
- Heads of Learning for:
 - History
 - Mathematics
 - Outdoor Education
 - Physical Education
 - Science
 - Social Sciences
- three students.

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