

Managing National Assessment Report

Te Kauwhata College

October 2024

FINDINGS OF THIS REVIEW

Te Kauwhata College

30 October 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 2022.

Actions and considerations

Agreed actions

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student needs	
Update both student and staff assessment information to ensure it is fit for purpose and reflects school practice.	Immediate and ongoing

For consideration

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

- sharing effective processes and best practices across the school with regard to digital assessments
- developing a consistent approach to the mentoring programme across the senior school to better meet the assessment needs and tracking of their students

A. J. Picken

Amanda Picken
Manager
School Quality Assurance and Liaison

10 December 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 21 June 2019 Managing National Assessment Report The school has addressed all of the action items from the previous Managing National Assessment report. They are now using the school's student management system for internal moderation. This allows the reconciling of documentation with actual practice and has provided the senior leadership team confidence that all results reported are credible. All the areas identified in the previous report regarding the updating of the staff handbook have been addressed. This review has identified some updates as detailed below.

External moderation response to outcomes and processes The school's process to respond to moderator feedback is well-documented and robust. The Principal's Nominee has reviewed the process which now includes the introduction of a post moderation review sheet as well as a clearly documented process for all teachers to follow. Learning Area Leaders meet with the teacher of the standard or with the Principal's Nominee to develop appropriate action plans to resolve identified issues. Action plans are established as appropriate, and issues raised must be addressed within a given timeframe. Actions include querying or appealing outcomes, working with other subject specialists, seeking advice from subject associations and the use of Pūtake. The Principal's Nominee checks the action plans for completion as well as for effectiveness and supports all departments as appropriate.

External moderation outcomes have improved over the last year and confirm that teachers' assessment decisions are consistent with the standard, providing confidence in the school's internal moderation processes. The Principal's Nominee closely monitors all external moderation outcomes, paying particular attention to emerging trends and any issues raised in individual reports. The Principal's Nominee is proactive in supporting teachers where required, to support both internal and external moderation.

Exam centre quality assurance check Te Kauwhata has taken steps to ensure issues identified in the 2023 Quality Assurance check of the school's examination centre are resolved.

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)

Te Kauwhata College regards self-review of assessment and quality assurance as an essential element of personal, professional, and learning area improvement. This has assured senior management that any required improvements to credible assessment and quality assurance are effectively identified and actioned. The Principal's Nominee and Deputy Principal work closely with the Learning Area Leaders to discuss and resolve any issues in a timely manner. Regular meetings are used to discuss assessment issues such as authenticity, timing of assessments, support for students and modifications to programmes of learning.

Mentoring and tracking student achievement The school has reviewed how best to support and track student progress towards gaining NCEA qualifications. All senior students are now in horizontal whaanau classes with the goal of forming strong relationships with their whaanau teacher who monitors their progress, giving them comprehensive guidance and mentoring on career pathways, subject choices, and the tracking of their achievement. The time has been utilised to support students to log into their NZQA learner accounts. The Senior Leadership Team and the Principal's Nominee have reviewed the programme and as a result of student feedback have identified the need for more clarity for teachers in content and expectations during this allocated time.

Comprehensive department reviews Learning Area Leaders ensure reviews are completed for every subject, topic and standard throughout the year, as well as an end of year review. They also conduct an end of year review. These reviews incorporate student voice, assessment data, comparative data with other schools, moderation reports and feedback on participation from subject associations. To extend this good practice they could also reflect on the consistency between derived grades and actual grades. Learning Area Leaders talked about using the data and knowledge of each cohort to help develop their programmes for the subsequent year, with a focus on student interest and engagement. These comprehensive reviews have led the sharing of good practice and strategies for improvements, including links to staff appraisal and the professional growth cycle.

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 and digital assessments Te Kauwhata College has made significant efforts to ensure the authenticity of student work, especially in the digital space. Teachers' key strategy is to know the learner and for all students to be aware of the rules around authenticity and breaches of the assessment rules. The school uses a variety of methods to check authenticity including using time lapse videos, time stamps, revision history and a variety of Artificial Intelligence detectors. They can also use tools that lock students out of internal assessments when they are unsupervised, to help ensure authenticity. The school has clear guidelines on breaches of authenticity, supported and managed by the Principal's Nominee. This consistency of practice has been well received by both teachers and students, with processes are clearly outlined in both the student and staff assessment handbooks. It is suggested that skilled teachers share their processes in the use of specific online tools and strategies that they have discovered to support those who are still struggling in this area.

Supporting Maaori students Te Kauwhata College is aware of the low achievement of their Maaori students and has put several measures in place to address this issue. They now have a bilingual unit in the junior school with the goal of building strong relationships with students and whaanau. In the senior school the students can opt to be part of Te Puaawai Maaori, a mentoring programme that supports learners with achievement whilst engaging in te ao Maaori practices. The school holds regular whaanau hui to educate them on courses available, educational or career opportunities, and qualification requirements.

The school has worked hard with all curriculum areas to incorporate maatauranga Maaori when developing units of work. Staff are more culturally aware, as a result of

one of the school goals this year being to guide culturally responsive practices in the school.

The school over the past three years has been engaged in the Pūhoro programme in conjunction with Massey University. This programme has encouraged students to engage in Science and Mathematics with maatauranga Maaori woven throughout the programme. The students receive extensive support from external tutors who meet with them on a regular basis. The programme includes working alongside the school on the assessments coming up so that tutors can be more targeted in their approach. The programme has proved successful with high retention at school of Maaori students remaining in the programme and positive STEM (Science Technology Engineering and Mathematics) results for their Maaori students.

Identification of students at risk of not completing literacy or numeracy requirements or gaining a qualification The school uses data effectively to track student progress and those at risk of not achieving their academic goals. The Deputy Principal identifies relevant students and interventions are put in place to support them. They have specialist literacy and numeracy classes at year 11 for students who have yet to achieve the required credits, and in year 12 they have a dedicated period for these students to support them with extra learning to help with the completion of the corequisite requirement. The school is putting measures in place for 2025 to support students with literacy and has appointed a literacy coordinator. The literacy coordinator will be working with junior school leaders to develop appropriate programmes with the goal of improving co-requisite attainment in coming years.

Extending Assessment Opportunities Te Kauwhata College continues to provide a broad range of assessment opportunities for its students. These include Gateway and STAR opportunities to support those on vocational or blended pathways. The college has Memoranda of Understanding with a large number of external providers. Students spoke about how the college actively supports them to be able to take subjects of their choice, with many students enrolled in courses through Te Aho o Te Kura Pounamu, where the school is either unable to provide a teacher or where are only a few students wanting to take the subject. This has allowed students to follow their chosen pathways and career choices without limitation.

Ensure staff and student assessment information reflects current practice Assessment guides for staff and students must be reviewed on a regular basis to ensure that they are fit for purpose and accurately reflect current practice. Several required updates to documentation were identified in this review including covering the new requirements to gain a qualification. By keeping guidance documents current the school will strengthen the support for teachers, particularly for those new to the school and/or less experienced with NCEA.

It is also important to align terminology in school documentation with the terminology used by NZQA so teachers searching the NZQA website can find what they are searching for, for example, "Further Assessment Opportunities" should be used rather than "Reassessments."

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 Principal's Nominee has reviewed all moderation processes and has clearly documented them for all staff. The school is now using the school's student management system moderation tool which has helped the monitoring and reconciliation of internal moderation processes. The Principal's Nominee and Learning Area Leaders monitor this. Checks include the critiquing of the task, purposeful and strategic selection of student work for grade verification, the grade verification process and storage of student work. This helps ensure all internal results reported to NZQA have been verified as being at the standard.

Staff use a variety of methods to verify grades awarded to samples of student work. Verification is undertaken by subject specialists within the school, verifiers obtained through subject associations, or colleagues at other schools where there is often a reciprocal arrangement. As a result, teachers have confidence in the assessment and moderation of the new NCEA level 1 standards. The school sees this as valuable professional learning as well as supporting teachers to grow their expertise in assessor judgements. Teachers are beginning to use Pūtake, the NZQA learning management system, to support teacher judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Te Kauwhata 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.

Te Kauwhata 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Te Kauwhata 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.

Te Kauwhata 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

Te Kauwhata 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.

Te Kauwhata 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 whaanau about assessment

Te Kauwhata College has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- 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.

Te Kauwhata 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...

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Te Kauwhata 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 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
- *Te Kauwhata College NCEA Handbook for Teachers* (Staff Handbook)
- *Te Kauwhata College NCEA Handbook for Students* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee and Deputy Principal
- Deputy Principal – Curriculum/Assessment
- Learning Area Leaders for:
 - Art
 - English
 - Maths
 - Physical Education
 - Science
 - Technology
- three students.

There was a report-back session with the 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.