

# **Managing National Assessment Report**

## **Tauranga Boys' College**

**August 2023**

## **FINDINGS OF THIS REVIEW**

### **Tauranga Boys' College**

**3 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 highly effective 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.

#### **No action required**

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



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26 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 22 June 2017 Managing National Assessment Report** Action items from the last report have been addressed. Staff now have a clearer understanding of robust quality assurance processes and consistently follow them. This includes adhering to clear guidelines for the selection of work for verification. Sound quality assurance processes ensure that reported results are credible. The college's privacy policy clearly states expectations of the use of student work as exemplars for others.

**External moderation response to outcomes and processes** The college has an effective process to follow up issues identified by external moderators. A clear process is triggered when moderator reports indicate that assessor judgements are Not Consistent or Not Yet Consistent with the standard. An initial email is sent by the Deputy Principal Curriculum to Heads of Department indicating there is an issue. Teachers are then asked to outline actions to be taken to address identified issues and these responses are documented and monitored by the Deputy Principal and Principal's Nominee. Evaluation of action plans occurs after the standard in question has been assessed again. Teachers are encouraged to select standards for moderation, seek clarification from moderators and where appropriate appeal external moderation decisions. Support for teachers may include pairing up with peers and working with subject associations.

**Exam Centre Quality Assurance Check** The 2022 quality assurance check of the examination centre identified a security issue that the college is responsible for and improvements to be made as outlined in the report. The college has taken action to address the issues.

### 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)*

Tauranga Boys' College has effective self-review systems in place to ensure credible assessment, respond to assessment and moderation concerns and improve practice. Senior leaders and the Principal's Nominee have developed clear expectations and lines of communication to ensure that staff are constantly reviewing and evaluating their assessment practice. Through their review cycle which included consultation with their community, the college has decided that it will not be assessing NCEA Level 1 in 2024.

**Head of Department bi-annual meetings inform practice and policy** Data-based discussion between individual Heads of Department, the Principal and Deputy Principal happens in the middle and at the end of the year and informs future planning and decision-making. Accurate assessment data enables teachers to compare and analyse results against national results in general and for Māori and Pacific students. Junior student data is also included in this discussion. It provides an opportunity to analyse individual internal standards and the end of year meeting is where overall course evaluation takes place.

Bi-annual meetings promote ownership of credible assessment practice by Heads of Department. Effective buddy and peer support structures within individual departments have been developed to encourage ongoing discussion about teaching, learning and assessment. Departments report to the Principal and Board of Trustees annually. An annual Senior Academic report is also presented to the Principal, Board and staff.

### **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.*

**Effective established support systems** All student assessment needs are supported through a number of processes, practices and staff including deans, mentors and tutors in the college. Students feel well supported and report that they know where they can seek support if and when required.

Students at risk of not achieving NCEA are identified through mechanisms which begin at year 10 where they are identified as possibly requiring more support and teachers put together an estimated credits plan for their entry into year 11. Support can include extra learning opportunities during exam periods, short courses, learning hub support and mentoring. Senior students support others who require extra assistance by working one on one with them. Interventions which are put in place are recorded in a digital monitoring system that tracks student progress. This allows teachers to see whether support is working for individual students and therefore allows them to put other measures in place as necessary. Students have access to assessment opportunities which will allow them to achieve the qualification.

Support for Māori and Pacific students is provided through employed mentors, student tutoring, homework hubs and learning centre support. Te Whānau o Aronui provides foundational support for Māori students where learning programmes are integrated with mainstream programmes in the college and are delivered with a Māori lens. Te Reo Māori is a core subject at all year levels and classes are taught either bilingually or in Te Reo Māori. This is a deliberate strategy designed to raise Māori student achievement. Māori students at Tauranga Boys' College are achieving above the national averages for the qualification at Levels 1, 2 and 3.

**Student progress actively monitored** The college tracks assessment data effectively and gives teachers and students a clear indication of their progress towards achieving NCEA. An achievement support tutor monitors the progress of students for each year level. Students report that their go-to resource for checking results and finding information is their school online dashboard. Students are expected to login to NZQA to ensure that the information they receive on their dashboard correlates with the results that have been reported to NZQA. Students are assured that their results are accurate and up to date.

## **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.*

**Robust internal moderation processes** Teachers take ownership of internal moderation processes which are clearly documented and monitored by the Principal's Nominee and Deputy Principal through the college's school management system. Teachers and curriculum leaders regularly discuss moderation and any issues which may arise through regular departmental and curriculum leader meetings. Teachers critique assessment tasks before use, use a variety of marking methods across learning areas and strategically select work for verification. Results are reported once all processes have been completed. The system assures senior leaders that all results reported are accurate and credible. Improvement in external moderation results is evidence that the college's processes are clearly understood and are robust.

Learning areas that have consistently received external moderation reports that indicate there may be issues with assessment have been identified and teachers have been supported by respective Heads of Department and/or Faculty. For example staff turnover in the Humanities faculty has led to some inconsistency in moderation. New teachers are receiving targeted support from more experienced staff.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Tauranga Boys' 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- 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.

**Tauranga Boys' 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**

**Tauranga Boys' 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.

**Tauranga Boys' 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**

**Tauranga Boys' 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.

**Tauranga Boys' 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.

## **Effective communication to inform staff, and students and their families about assessment**

### **Tauranga Boys' 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.

### **Tauranga Boys' 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 Tauranga Boys' 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
- Tauranga Boys' College Board of Trustees Curriculum/Assessment Policy 2023
- Tauranga Boys' College Staff Handbook 2023
- Tauranga Boys' College information provided to students on assessment for qualifications 2023.
- Tauranga Boys' College Senior Assessments 2023
- Tauranga Boys' College Junior Assessments 2023
- Tauranga Boys' College Exam Rules 2023
- Tauranga Boys' College Digital Exams 2023.

### The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Faculty for:
  - Art
  - English
  - Humanities
- Director of:
  - Aronui
- Assistant Head of Faculty of:
  - Physical Education
- Teacher of:
  - Mathematics
- 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.