

Managing National Assessment Report

Tauranga Girls' College

July 2022

FINDINGS OF THIS REVIEW

Tauranga Girls' College

27 July 2022

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 2021*.

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 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 **2017**.

Actions and considerations

Agreed actions

No action required

The school has no actions or considerations relating to the quality of their assessment systems.



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29 September 2022

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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 6 July 2017 Managing National Assessment Report

Tauranga Girls' College has addressed the actions from the 2017 MNA Report. Internal moderation procedures are clearly communicated and monitored to confirm the reporting of credible results. Responses to external moderation are documented with clear action plans and are monitored by the Leaders of Learning and the Principal's Nominee.

External moderation processes and response to outcomes External moderation of standards indicates that there is a high level of consistency between assessor judgements and the national standard reported by external moderators.

The Principal's Nominee has established effective processes for monitoring external moderation processes and outcomes. Responses to external moderation are discussed between the leader of learning and the assessor, and an action plan is developed, documented and a reflection sheet forwarded to the Principal's Nominee when completed. The Principal's Nominee requires evidence that necessary changes have been made before the standard can be used in the following year. Modified standards are then critiqued and results evaluated once they are assessed. Assessor support is given by leaders of learning, with the use of Pūtake, and through subject associations. All responses and action plans are stored in a central digital location which is accessible to all teachers. Clear processes and monitoring have resulted in over eighty percent consistency of assessor decisions with the standard in 2020 and 2021.

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)

The leadership structure of the college enables effective self-review of assessment practices and policies. The reporting and accountability lines from teachers to Leaders of Learning and then to report to their respective Deputy Principals is clearly documented. Consequently, as all teachers take ownership of their responsibility in ensuring the credibility of assessment practice. Where it is identified that there may be an issue, the Principal's Nominee who is responsible for the oversight of assessment practice, will work with Leaders of Learning to support teachers as necessary. A key focus area of the college is using data to inform practice. Staff complete a reflection exercise at the end of each academic year where achievement data informs discussion, and the outcomes are documented and acted upon. The college is looking to further improve this process to gain greater insights into how data can be used to improve assessment practice which then builds capability.

As part of the college's student-centred approach, they are using an Assessment for Learning programme which is based on the pedagogy of using summative and formative assessment to inform practice and guide learning conversations with

students, using the language of assessment. They are currently moving to the implementation of the programme across the whole college.

Raising Māori student achievement is also a priority for the college. The focus is currently on an inquiry action plan which is focused on increasing the visibility of Te Reo Māori in the college. Although it is a relatively new strategy, it is an intentional step towards raising the profile of Māori in the college which will lead to better engagement of those students in their college.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Tauranga Girls' College uses data to inform their assessment practice and course design for NCEA. The college collates data, to enable teachers to better monitor student progress throughout the year and ensure they have appropriate support. This data highlights students who are at risk at not achieving NCEA, and guides learning conversations between classroom teachers and Deans. Data relating to student well-being and interests is also being collected to inform pathways guidance.

Strategies and systems in place to support student engagement and learning

Students are supported in a variety of ways to ensure they can achieve their learning goals through systems which give them the best opportunities to be successful. Flexi-learning allows the college to adapt student timetables to meet their individual needs. Teaching staff are timetabled into these flexible learning lines to support students in individual learning programmes. Learning areas make provision for the assessment of students when they are ready. This ensures the students have the best opportunity to achieve success. The college has an NCEA week where examinations take place and there are also workshops provided for internally assessed standards. From these examinations, grades are held should a student require a derived grade application for external assessment. The workshops provide additional support for students who require it.

Robust systems ensure that all students have fair and equitable access to assessment

Students who require special assessment conditions are identified through data collection from other schools when they enrol, and results from assessments and anecdotal observations. Teachers are aware of what those conditions are and the resourcing available. There are solid pastoral systems in place for Māori and Pasifika students, which provide mentorship and guidance. The college continues to focus on Māori student achievement as they are aware that achievement rates could be higher overall for the NCEA qualification at all levels.

Evidence based decision making Teachers use data and student voice to regularly evaluate their courses as part of the reflections process. Information is summarised and reported through Leaders of Learning and then to their respective Deputy Principals who then provide a report to the Principal and the Board of Trustees.

Sound communication practices Information about the qualification is communicated to students, whānau and the wider school community through information evenings, social media platforms and handbooks. Information is updated regularly and updates from NZQA are shared with teachers and students as

necessary. The Principal's Nominee meets with new teachers and their mentors to ensure that they have appropriate support.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

The Principal's Nominee can report with confidence to the senior leadership team that all reported results have undergone the internal moderation process and are therefore credible.

Internal moderation processes assure senior leadership team all reported results are credible Leaders of Learning and teachers consistently follow processes that are required and monitored by the Principal's Nominee. Individual fortnightly meetings with Leaders of Learning and their assigned Deputy Principal ensure consistent school wide practice. This consistency of practice results in the high agreement rates for external moderation.

Standards and assessment tasks are discussed at the beginning of each year and are checked to make sure that any changes required after external moderation have been actioned. Tasks are critiqued within the learning area. Teachers use an internal moderation sheet which is available in a digital format. Verification of assessment decisions is completed by other subject specialists within the school, through cross or panel marking, or by teachers from other schools. Inexperienced teachers may be asked to submit up to eight pieces of work at grade boundaries for moderation while more experienced teachers may select purposefully. This ensures that teachers get feedback on their assessor decisions and can engage in professional discussion about their assessment practice in a safe and structured way.

Moderated student work is stored securely either physically in the Principal's Nominee's office or in a secure digital folder. This ensures that all moderated material is available for submission for external moderation

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Tauranga Girls' College has effective processes and procedures for meeting the assessment needs of their 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 and extending the school's Consent to Assess if required
- 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 [expanding] opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing [targeted] support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide [open] opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Tauranga Girls' 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 Girls' 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 Girls' 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 Girls' 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Tauranga Girls' 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 / whānau about assessment

Tauranga Girls' 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, [such as the holding of parent gatherings].

Tauranga Girls' 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 Girls' 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 / 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 2021* (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 2022* (Assessment Rules).

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
- Assessment at Tauranga Girls' College, 2022 (A Guide for Students and Parents)
- Tauranga Girls' College Assessment Policy and Procedures
- Effective Assessment Practice for NZQA Qualifications Tauranga Girls' College
- 2022 NCEA Candidate Information Sheet

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning for:
 - Business Studies
 - English
 - Mathematics
 - Physical Education and Health
 - Science
 - Social Sciences
- 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.