

Managing National Assessment Report

Te Awamutu College

August 2023

FINDINGS OF THIS REVIEW

Te Awamutu College

1 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 2018.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Ensure that issues identified through external moderation are addressed	To support the 2024 round of external moderation.

For consideration

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

- participating in the Literacy and Numeracy | Te Reo Matatini me te Pāngarau Common Assessment Activities
- making sure students are familiar with all school procedures as detailed in the Student Handbook for Qualifications.

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5 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 Te Awamutu College has addressed the action item identified in the last Managing National Assessment report.

Memorandum of Understanding documentation is now stored digitally and a system embedded to reconcile those held with external providers, against all reported results. This ensures the school does not act outside its consent to assess when reporting results and student achievement can be counted toward attainment of a qualification.

External moderation response to outcomes and processes To improve consistency in identified learning areas, the school should strengthen its monitoring of responses to external moderation reports. Staff who require support in making assessor judgements can access helpful resources such as NZQA's learning management system Pūtake, subject associations, and the query and appeal functions in the external moderation application. Establishing relations with external verifiers where there is limited expertise in the school would also be supportive.

To promote efficient responses, regular meetings between Heads of Department, the PN and a member of the senior leadership team should be implemented. These meetings would facilitate discussions enabling the implementation of an action plan and ensure follow-up to evaluate the effectiveness of the recommendations outlined in the action plan. This approach will provide assurance that staff are proactively addressing external moderation issues.

Exam Centre Quality Assurance Check The 2022 Quality Assurance check of the examination centre identified a security issue that needs to be rectified.

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)

Annual staff analysis ensures a responsive curriculum Curriculum review starts with staff reflections on their teaching, assessment and learning outcomes. The Head of Department collates and analyses these for discussion with the Deputy Principal and Principal, culminating in a presentation to the Board. These conversations contribute to whole school review and to modifications in learning areas. As well as reviewing assessed standards, the school also reports on Derived Grade results alongside actual external assessment results as part of their review process. By combining these elements, the school maintains a robust review process that fosters continuous improvement and accountability.

To further enhance this review process, staff are considering capturing the informal conversations between staff, as well as between staff and students. By documenting these interactions, the school will enable greater self-reflection and identify areas for professional development. This comprehensive approach will further strengthen the school's commitment to ongoing improvement and growth.

The Principal's Nominee is committed to ensuring a consistent approach to NCEA processes throughout the school. Through her effective leadership, quality assurance processes have been refined, becoming more streamlined and user-friendly. This has led to a reduction in paper-based administrative tasks, extended valuable support to teachers, and effectively resolved any issues to enhance current practices. The Principals' Nominee is well supported in her role by the senior leadership team and both staff and students recognise and appreciate the efforts she has invested in meeting the school's and NZQA's expectations.

Preparation for the delivery of the NCEA Change Programme The school is engaging in the changes required for the implementation of the NCEA Change Programme. The school is piloting one New Zealand Curriculum subject, and departments have begun to create Level 1 courses which integrate Mātauranga Māori to enhance educationally powerful connections with whānau, hapū and iwi. By drawing on their culturally rich environment, and embedding the new standards within this context, along with integrating kawa (cultural practices) and tikanga (cultural principles), the goal is for students to improve their capacity to critically assess, investigate, analyse, and understand the world around them.

To ensure a successful transition to a digital-first approach, consideration could be given to participating in the Literacy and Numeracy | Te Reo Matatini me te Pāngarau Common Assessment Activities (CAAs) before their mandatory implementation in 2024. By participating in these digital assessments, the school can observe students' interaction with their devices, including the use of assistive technology. Additionally, it will enable students to become familiar with the NZQA digital platform and provide an opportunity for the school to test its infrastructure and address any issues that may arise. Engaging with the CAAs will provide a timely opportunity to identify and resolve potential challenges, enhance teacher confidence in conducting these assessments, and support a smooth transition towards a digital first approach.

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)

Assessment information to students The school could review how students access assessment information. The students interviewed were aware they had received assessment information at the start of the year but were uncertain about its location if they mislaid their original handbook. The student handbook, designed with clear and concise language, aims to guide students through processes correctly. The students expressed their preference for accessing the handbook through the parent portal of the schools' student management system as they were familiar with this platform.

Comprehensive tracking and monitoring supports student achievement Effective data analysis and tracking processes enhance student achievement outcomes. The school's commitment to high expectations for student success have been realised through a comprehensive and inclusive support system. To closely monitor student achievement progress, the school actively tracks all students through its student management system. A targeted group of students at risk of not achieving is identified, and staff are encouraged to support individual students in attaining their qualification goals. The Deans actively participate in this

process, providing ongoing support through tailored conversations about students' achievement goals, progress, and implementing available support. Where necessary, learning and assessment programmes are adapted to suit student needs, and parents are kept informed throughout the process. This collaborative approach ensures that students receive assistance and resources to achieve academically.

Quality assured potential derived grades reported Heads of Department who were interviewed described the importance of using authentic, standard-specific, quality assured assessments to gather evidence that can be used for derived grades. This ensures that external grades reported are founded on valid and standard-specific evidence aligning with the standards' requirements. The school follows the same process to verify both the task and the grade, similar to that used for internal moderation. This gives the school's leadership confidence that assessment practices for derived grades are credible.

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 processes and monitoring of internal moderation The school has a robust process to ensure internal moderation reliably validates assessment decisions. Heads of Department monitor the completion of internal moderation with several departments transitioning to an online process. The Principal's Nominee supervises this process effectively to verify the alignment between actual practice and department records.

Reconciling documentation with actual practice has been identified as being time consuming, and to address this the school is exploring the implementation of the *Internal Moderation Cover Sheet* through their student management system. This transition to a digital approach will continue to ensure transparency in moderation completion, effectiveness, and resolution of any identified issues.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Te Awamutu 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 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 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.

Te Awamutu 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

Te Awamutu 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 Awamutu 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 Awamutu 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 Awamutu 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
- 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

Te Awamutu 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.

Te Awamutu 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 Te Awamutu 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
- *Staff Handbook, NZQF, Te Awamutu College, 2023*
- *Student Handbook for Qualifications on the NZQF, 2023.*

The School Relationship Manager met with:

- the Principal's Nominee
- Head(s) of Department for:
 - Digital Technology
 - Geography
 - Hard Materials
 - PE and Health
 - Visual Art
- 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.