

# **Managing National Assessment Report**

## **Tokoroa High School**

**August 2023**

# FINDINGS OF THIS REVIEW

## Tokoroa High School

17 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 2021.

### Actions and considerations

#### Agreed actions

The school agreed that several actions will improve the quality of their assessment systems and practice for national qualifications. These are:

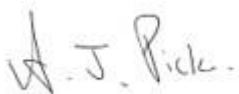
Action	Timeframe
<b>External and internal review</b>	
Develop and monitor action plans in response to external moderation outcomes and evaluate these for effectiveness to ensure actions resolve the identified issue	To support the 2024 round of external moderation, and ongoing.
<b>Credible assessment practice to meet student needs</b>	
Report results for all internal standards or withdraw the entry as appropriate	To meet the end of year reporting deadlines
Ensure that the staff assessment handbook is regularly reviewed and updated	Immediate
Report quality assured grades to NZQA which can be applied for derived grade applications for external examinations	By 1 November
<b>Internal moderation to ensure the reporting of credible results</b>	
Monitor the completion of internal moderation processes and resolve identified issues	Immediate

Ensure all moderated material is appropriately stored and accessible.	Immediate
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### **For consideration**

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

- proactively support students to login to NZQA to check results
- document the quality assurance process for the verification of practice examination grades



Amanda Picken  
Manager  
School Quality Assurance and Liaison

14 November 2023

**NZQA**

**0800 697 296**

[www.nzqa.govt.nz](http://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 19 September 2019 Managing National Assessment Report**

The school has resolved some of the actions from the previous report. Teachers consistently report that they understand and follow school processes and NZQA procedures for the submission of missed and late student work and the requirements for resubmissions and further assessment opportunities. Teachers also ensure results from practice examinations are quality-assured for derived grades purposes. However, the senior leadership team must monitor internal moderation to provide assurance that reported grades are quality assured and credible. This is discussed later in the Internal Moderation section of the report. Learner login rates have not increased significantly since the last review. The school's assessment policy and procedures document at the time of this review was not up-to-date, or accurate.

**Exam Centre Quality Assurance Check** The 2022 Quality Assurance check of the school's exam centre identified that there are several minor issues that need to be addressed to achieve full compliance. The school has undertaken action to address the issues.

**External moderation submission** In recent years, several standards have not been moderated as the material was not available to be submitted to NZQA. The school needs to be able to submit moderation so the school and NZQA can be confident that assessor judgements are consistent with the standard, and so staff can receive feedback. With some urgency the school must review and develop its storage policy and procedures for assessment materials, to ensure the availability of all work for external moderation.

**External moderation response to outcomes and processes** The school's response to external moderation has not been effective in several subject areas, in some cases for an extended period. Heads of Faculty ensure responses to external moderation are recorded and action plans are developed. However, the school needs to establish a formal system to evaluate whether action plans have been effective. Evaluation of action plans ensures that assessors have understood feedback and have addressed issues appropriately. The cycle of response to external moderation strengthens assessor understanding and confidence. The school has several supports in place for teachers to make assessor grade decisions consistent with the standard, including subject associations, peer support and an induction process for teachers new to the school.

### 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)*

**Internal review informed by data** Tokoroa High School's effective review process has led to the modification of courses and assessments to meet students' needs and better support engagement and achievement. Heads of Faculty and other selected staff meet with Deputy Principals to review student achievement and courses twice a year in terms two and four. Data is analysed and faculty goals are developed from the analysis. Student voice in the review process is captured through surveys. Heads

of Faculty take ownership of the review by using their analysis to make changes to courses, standards and content as appropriate. Reports are provided to the School Board to inform their strategic direction.

## **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)*

**Student achievement data accessible and progress is monitored** Students can easily track their academic progress and they know where to find the most appropriate support if they have issues or need more information about NCEA. Students use the school's student management portal and work with tutor teachers to analyse their progress. However, the school needs to ensure that a Not Achieved grade is reported where students have had an adequate assessment opportunity but have submitted no work. Alternatively, where there is no result because there has not been an adequate assessment opportunity, the entry should be withdrawn. Students will then have a more accurate record of their progress and can then take the most appropriate next steps in their learning and assessment pathway. The school should also consider encouraging students to login to the NZQA website so that they can reconcile the results reported by the school to those held by NZQA and access the other functions available.

Where students identify that they may require support, they initiate discussions with deans and/or mentors. Mentor teachers monitor students at risk of not achieving or under-achieving using a traffic light system. When necessary, these staff initiate discussions with students, teachers and whānau to develop a support plan which may include changes to their timetables to allow them to focus on targeted assessment. Students are encouraged to take ownership of their learning and assessment opportunities.

**Ensure assessment handbook is regularly reviewed** Providing clear, current comprehensive information about school and NZQA processes to staff would ensure every teacher has access to the same information. While the Principal's Nominee is very accessible to Heads of Faculty and teachers and regularly shares assessment information face to face or through emails, updating the staff handbook will further support consistent practice and provide a useful independent reference, building ownership and capability of assessment procedures. The school agreed that updating their handbook is necessary and have taken steps to do so.

**Quality assurance of derived grades** Heads of Faculty report that practice examinations are critiqued before use to ensure that they mirror external examinations, and then they moderate results internally in a variety of ways. This ensures that grades reported for derived grades purposes are credible and accurately indicate the level at which a student is achieving. To strengthen the quality assurance processes, methods of verification should be recorded, and copies of the task and assessment schedule stored where the Principal's Nominee can access and monitor them.

To meet NZQA's requirements for access to quality assured grades that could be used in the event of an emergency or other unexpected event, the school must also submit to NZQA derived grades prior to the external examinations to ensure students receive a grade. Low levels of these grades were provided to NZQA in 2022.

## **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)*

**Internal moderation processes** Senior leaders need to be confident that results reported to NZQA have been quality assured and are therefore credible. Teachers and Heads of Faculty take ownership of internal moderation processes and procedures. They consistently critique activities and have their results moderated by internal and external subject expert verifiers. Covers sheets are completed for all assessments with results reported when the grades have been verified. To complete the process of continuous improvement, the Principal's Nominee needs to monitor that all steps in the process are completed and to resolve issues when identified, to ensure school-wide consistency.

Further, as noted earlier in this report there has been an issue with materials not being available for external moderation. This can be partly attributed to staff turnover but the appropriate storage and accessibility by the Principal's Nominee of moderated student work needs to be a priority for the school.

## **Appendix 1: Effective Practice**

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

**Tokoroa High School 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
- expanding opportunities for digital assessment including digital exams
- identifying and providing targeted 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.

**Tokoroa High School 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
- 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**

**Tokoroa High School 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

**Tokoroa High School has effective processes and procedures for managing external moderation by:**

- 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**

**Tokoroa High School 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.

**Tokoroa High School 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
- 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**

### **Tokoroa High School has effective processes and procedures for:**

- 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.

### **Tokoroa High School 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 Tokoroa High School:**

- 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) 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
- *Tokoroa High School Quality Management Systems and Procedures for Managing Assessments 2023* (Staff Handbook)
- *Tokoroa High School Student Assessment Guidelines 2023*.

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
  - English
  - Mathematics
  - Physical Education
  - Science
  - Social Studies
  - Technology
- 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.