# Managing National Assessment Report

# Tauhara College

**October 2022**

# FINDINGS OF THIS REVIEW

## Tauhara College

## 21 October 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 any 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

### No action required

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

### For consideration

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

- formalising processes including documentation of quality assurance of grades which may be used for derived grades.
- developing a digital storage space for moderated ākonga work to ensure it is available for external moderation

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1 December 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 24 October 2018 Managing National Assessment Report**
The school has addressed all actions from the previous report

The school has clear processes and procedures for responding to external moderation feedback and evaluating the effectiveness of action plans.

Ākonga have access to courses of learning which allow them to achieve their learning aspirations and qualifications. Courses are developed to ensure that ākonga learning and assessment needs are being met and they have access to sufficient credits to achieve success with their qualification goals.

The school uses a variety of ways to communicate up-to-date information to ākonga and their whānau about assessment and associated procedures and processes. This includes targeted discussions between whānau and kaiako, printed information and online resources.

**External moderation processes and response to outcomes**   Tauhara College has effective processes for responding to external moderation feedback. The Principal's Nominee and Heads of Faculty monitor responses to external moderation feedback and associated action plans and then evaluate the effectiveness of those plans.

The college has clear external moderation processes in place. Kaiako take the opportunity to select standards for moderation. This helps to ensure that moderation is focused on current standards and areas of need.

External moderation of standards indicates that over recent years there has been an improvement in the level of consistency between assessor judgements and the standard as reported by external moderators.


## 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)*

Tauhara College demonstrates effective self-review of its vision and strategic goals to support ākonga achievement. This is evident in the ongoing development and refinement of teaching, learning and assessment programmes that ensure ākonga needs are met.

**Collaborative and evaluative discussions informed by data**   Kaiako carry out termly reviews and analysis of ākonga progress which allows them to regularly evaluate their programmes of learning and assessment, including the standards, contexts and modes of assessment offered. As part of this process, they also gather ākonga and whānau voice through survey and evaluation tools. Collaborative conversations between kaiako and ākonga then take place to ensure that ākonga

needs are being met or to identify if extra support is required for them to achieve their goals.

**Junior school curriculum designed to support preparedness for NCEA assessment**   Self-review based on schoolwide assessment data has driven the review of the junior curriculum to remove barriers to student engagement and learning and assessment opportunities

Leaders of learning have been leading changes to the junior curriculum, which will support a successful transition to senior school assessment. Rubrics based on achievement objectives from the New Zealand Curriculum are used to both assist ākonga to make decisions about their own learning and also to enable them to evaluate their learning against requirements for achievement at each level. The ongoing development of resources and kaiako capability to support the review is a priority for the school to promote student achievement.

## Credible assessment practice to meet ākonga 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)*

**Ākonga learning supported for assessment**   Deans put support in place for ākonga who are identified through termly reviews and monitoring as at risk of not achieving.  This can include learning and assessment opportunities, and mentoring ākonga on preparing for upcoming assessments and how to manage assessment workloads
The school provides access to fair assessment by identifying and assessing ākonga to support applications for entitlement to special assessment conditions. Staff are informed of student entitlements and students are well catered for in internal assessment, and external exams.

The school is also analysing the data from the literacy and numeracy pilot assessments by comparing it to school-based achievement data to inform future decisions about developing ākonga skills and competencies and assessing ākonga when they are ready.  They are also taking up digital assessment opportunities in preparation for the NCEA changes so that their ākonga are as prepared as possible through familiarisation with the digital platform. This approach allows the school to test their IT infrastructure, with time to resolve any issues identified.
**Derived grade quality assurance process needs to be documented**   The school's derived grade procedures ensure authentic evidence is collected and grades submitted have been subject to a quality assurance process. The next step is to ensure the quality assurance process is documented to confirm that derived grades submitted meet NZQA expectations.

## 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 confidently assure the senior leadership team that all reported results have undergone the internal moderation process and are therefore credible.

**Internal moderation processes assure the senior leadership team all reported results are credible**   Heads of Faculty and kaiako consistently follow internal moderation processes that are required and monitored by the Principal's Nominee. Regular Heads of Faculty meetings to discuss assessment practice ensure consistent school wide practice.

Kaiako use an internal moderation sheet which is available in a digital format.  It is important for kaiako to have standardised processes to ensure consistency of application of the quality assurance requirements for reporting results. 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.   Verification of assessment decisions is completed by other subject specialists within the school, through cross or panel marking, or by teachers from other schools.

Moderated student work is stored securely either physically in the Principal's Nominee's office or in a secure digital folder.  There has been some disruption to the ability of the school to submit student work for moderation for a small number of standards due to damage and loss of property caused by a natural event. The school should consider developing a digital storage process so that moderated ākonga work is always available to be submitted for external moderation.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of ākonga

**Tauhara College has effective processes and procedures for meeting the assessment needs of their ākonga by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga 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 ākonga can present their best standard-specific evidence of achievement

- assessing ākonga when they are ready

- using a range of methods for collecting assessment evidence, to meet ākonga needs

- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support

- 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 ākonga 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.

**Tauhara College has effective processes and procedures for:**

- managing missed or late assessment

- managing resubmission and further opportunities for assessment

- investigating ākonga appeals of assessment decisions

- investigating possible breaches of assessment rules

- monitoring the authenticity of ākonga work using a range of strategies

- reporting Not Achieved for proven breaches of authenticity and where ākonga 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 ākonga privacy in the issuing of ākonga results.

# Effective internal and external moderation to assure assessment quality

**Tauhara 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 ākonga 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.

**Tauhara 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 ākonga work to NZQA requirements

- responding 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

**Tauhara College effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- monitoring and tracking ākonga progress

- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered

- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards

- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Tauhara 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 ākonga and kaiako 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 ākonga and their whānau about assessment

**Tauhara 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 ākonga receive outlines for courses they undertake

- supporting ākonga to monitor their achievement

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes

- celebrating ākonga success.

**Tauhara College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga

- informing ākonga about suitable learning pathways

- supporting ākonga 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 Tauhara 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, ākonga and 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 three to 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 Policy Tauhara College 2022.

**The School Relationship Manager met with:**

- the Principal's Nominee
- a Leader of Learning
- Heads of Faculty for:
    - English
    - Languages
    - Mathematics
    - Social Sciences
    - Technology
- three ākonga.

There was a report-back session with the Tumuaki 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