

Managing National Assessment Report

Taumarunui High School

September 2022

FINDINGS OF THIS REVIEW Taumarunui High School 27 September 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 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.

Actions and considerations

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student needs	
Improve communications with students and parents/whanau around course and certificate endorsements	Immediate

For consideration

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

- developing strategies to encourage students to register and use their NZQA Learner Login
- encouraging staff to consider entering students in digital external assessments in preparation for the “*digital first*” approach outlined in the NCEA change programme
- ensuring that best assessment practice is sustainable by regularly clarifying and reinforcing expectations about consistent, current assessment practice with Experts in Residence and Advisors.



Kay Wilson
Manager
School Quality Assurance and Liaison

30/12/2022

NZQA

0800 697 296

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 24 June 2021 Managing National Assessment Report

The school now provides more consistent school practices to help meet the needs of all students with regards to assessment practice.

External moderation processes and response to outcomes Recent external moderation outcomes show that the school's quality assurance processes have been strengthened by the Principal's Nominee who has put in place processes to ensure External moderation outcomes are addressed by the Experts in Residence who prepare an action plan to resolve issues. The Principal's Nominee evaluates the effectiveness of these interventions. In 2022, most assessor decisions were consistent with the standard and met NZQA's external moderation requirements.

To ensure that staff are making the most of external moderation feedback the Principal's Nominee should encourage the Experts in Residents and Advisors to use the function in the moderation application to query reports where they feel they would like further clarification or feedback. They may also want to use the NZQA LMS, Pūtake, to provide training opportunities.

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)

Principal's Nominee supports Experts in Residence to effectively review and improve assessment and moderation processes The Principal's Nominee is committed to maintaining the integrity of the school's assessment practices, ensuring assessment outcomes are consistent and credible, and meet NZQA requirements. Her effective leadership of assessment processes promotes ownership of NCEA processes by all teachers, school-wide

Experts in Residence understand and follow school assessment requirements and are developing the confidence to gather evidence from a variety of sources and utilise the flexibility of the NCEA qualification. Subject Experts in Residence require individual Experts and Advisors to complete reviews of their programmes and assessment outcomes at the start of each year for the following year. These reviews are then used to support future plans that are provided to the Principal and Senior Leadership team for consideration and feedback.

To ensure sustainable assessment best practice, it is recommended the school continue to develop the responsibility and capacity to lead school assessment systems across all levels of the school. This approach will preserve robust quality assurance and the credibility of the qualification.

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)

Encourage students to register and use their NZQA Learner Login In January 2022 only 12 percent of students enrolled in NZQA assessment had registered for their NZQA Learner Login. While current students can see their results through the online portal to the school's student management system, it is through their Learner Login that students can check the accuracy of their entries and the results reported to NZQA, order copies of their qualification certificates, request reviews or reconsiderations of external examination papers and print an official copy of their Record of Achievement and to engage in Digital External assessment.

Improvements to data management The management of assessment data is becoming more complete, timely and accurate. The Data Manager is responsible for the quality assurance of all results, working in tandem with the Principal's Nominee. The Principal's Nominee has continued to strengthen their use of this data to support students to attain their achievement goals. The Experts in Residence and Pathway Advisors track student academic progress at weeks three, six and nine of each term with analysis of NCEA progress being tracked by the Head of Pathways.

Consider entering students in digital external assessments The school has yet to participate in any of the pilots for the new achievement standards. With the implementation of the NCEA Change Programme, external assessment will have a digital first approach. By engaging in digital examinations, the school will be able to create processes that support future assessment opportunities for students.

A small number of students have previously participated in digital external examinations with success, and this provides some confidence in the school's systems to manage these assessments.

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)

Effective Documentation and monitoring of internal moderation Clear and comprehensive records of internal moderation are kept within departments and checked by the Principal's Nominee on a regular basis.

Documentation is kept within department digital or physical files to which the Principal's Nominee has access. Verification records are referred to in subject meetings, to address any areas of concern before future assessments. Subject Experts in Residence retain exemplars of student work to illustrate verification discussion points and support future assessor judgements.

Appendix 1: Effective Practice Effective assessment practice to meet the needs of students

Taumarunui High School has effective processes and procedures for meeting the assessment needs of their students by:

- 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 standardspecific evidence of achievement
- 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
- 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.

Taumarunui 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 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

Taumarunui 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Taumarunui High School 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
- 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

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

Taumarunui 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 Expert in Residence / Advisor 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

Taumarunui High School has effective processes and procedures for:

- 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 Experts in Residence / Advisors 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].

Taumarunui High School assists common understanding of assessment practice by:

- informing students about suitable learning pathways

Appendix 2: Overview What this report is about

This report summarises NZQA's review of how effectively Taumarunui 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 / 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
- *Annual Plan*, Taumarunui High School 2022
- *Managing National Assessment Teacher Handbook*, Taumarunui High School
- *Managing National Assessment Student Handbook*, Taumarunui High School
- *Curriculum and Student Achievement Policy*, Taumarunui High School

The School Relationship Manager met with:

- the Principal's Nominee & Head of Experts in Residence
- Experts in Residence for:
 - Art ○ English ○ Mathematics ○ PE & Health ○ Science ○ Social Sciences
- Five students.

There was a report-back session with the Principal, Principal's Nominee, Head of Experts in Residence and Head of Pathway 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.