

# **Managing National Assessment Report**

**Taita College**

**August 2024**

# FINDINGS OF THIS REVIEW

## Taita College

07 August 2024

### 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 2022.

### Actions and considerations

#### Agreed actions

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

Action	Timeframe
<b>External and internal review</b>	
Monitor completion of action plans for issues identified in external moderation and evaluate for effectiveness	Immediately following the release of an external moderation report and before the next assessment of the standard
<b>Credible assessment practice to meet student needs</b>	
Update communications to reflect current practice and NZQA requirements	By the beginning of each year
<b>Internal moderation to ensure the reporting of credible results</b>	
Strengthen systems for monitoring the completion of internal moderation	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:

- conducting department audits to ensure all quality assurance and credible assessment practices across the school are consistent
- reviewing the current approach to the submission of student entries in external assessment
- establishing a policy on the storage of digital assessment materials.

A handwritten signature in black ink, appearing to read 'A. Macklin', followed by two small vertical lines.

Andrew Macklin  
Acting Manager  
School Quality Assurance and Support

2 September 2024

**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 2 April 2019 Managing National Assessment Report** Taita College did not have any action items arising from the previous report.

**External moderation response to outcomes and processes** Since 2019, the school's external moderation consistency rates have highlighted the high quality of internal assessor judgements for the majority of standards. This can provide Senior Leadership with confidence that results reported to NZQA are credible.

**Strengthen external moderation follow up** Although the school shares ownership of external moderation follow-up between line managers, Heads of Department and teachers, the Principal's Nominee should standardise practice across all departments. By having a common method of documenting proposed actions in response to external moderation feedback, Senior Leadership will be better placed to monitor the completion of these actions and to evaluate their effectiveness. For subjects which have a historic pattern of Not Yet Consistent or Not Consistent moderation outcomes, an analysis of the proposed actions needs to take place and further guidance may need to be given to ensure they are effective. This could include accessing NZQA's online assessor support modules.

### 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)*

**Self-review processes are embedded and effective** Taita College has robust self-review processes that are underpinned by a culture of self-reflection amongst all staff and are geared toward improving achievement outcomes for all students.

The review process focusses on the annual report which is prepared by Heads of Department and submitted to the Board of Trustees. These reports are heavily informed by both student and teacher feedback and highlight areas of potential improvement including the order in which standards are taught, the timing of assessment events and the appropriateness of assessment contexts. These reports also include a detailed analysis of attainment data and reflect the progress made towards the achievement of schoolwide and departmental goals set the previous year. Goals for the upcoming year are also included. Interviews with teachers held during this review emphasised a high degree of self-reflection and a desire for constant improvement which is documented through the professional growth cycle which itself addresses schoolwide goals.

A recent review of literacy and numeracy corequisite achievement rates prompted by the changing NCEA requirements also exemplifies the school's excellent practice in this area. Concerns regarding literacy and numeracy achievement lead the school to target support in these areas as a key priority. This was enacted through multiple initiatives such as the engagement of literacy and numeracy coordinators, extensive professional learning focusing upon shared practice, widespread diagnostic testing of students and targeted support to students who are not meeting the curriculum level required for success in these standards. The success of these programmes can be

best seen in years 12 and 13 when the rate of students having achieved the co-requisite requirements exceeds that of the national average.

**Strengthen Departmental Audits** The Principal's Nominee could consider conducting annual department audits of quality assurance systems and assessment practice across the senior school. A discussion relating to internal and external moderation processes, including action plans and their effectiveness will assist to ensure that practice aligns with documentation. It is also an opportunity to check on the storage of student work in both electronic and hard copy formats. This will enable the Principal and Principal's Nominee to review each departments processes and resolve any identified issues with regards to quality assurance and credible assessment.

## **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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Programme pathways support student needs** Taita College provides an extensive and appropriate range of differentiated academic and vocational pathways that are well placed to meet students' aspirations, qualification needs and interests. A broad understanding of community priorities and of specific needs garnered from an effective pastoral care programme inform the individualised programmes available to students. This has led to several vocational pathways being offered. The school has extended its assessment opportunities by engaging with external providers. In addition to this, Taita College has been pioneering an investigation into offering Micro-Credentials in several areas. They have been actively seeking guidance from NZQA, the Ministry of Education and Standard Setting Bodies on how to go about doing this. Students are well-informed of their opportunities and are appropriately mentored by their Senior Deans and Careers department. Taita College's focus in this area ensures that qualification pathways meet the needs of individual students.

**Thorough engagement with digital assessment** The school has been extensively involved with digital assessment for a number of years. This embedded approach can be seen in the high rates of entry in digital external examinations, the dedicated co-requisite events, and in digital submissions as a pilot school. This had been aided by an effective programme of maintaining and replacing school resources to ensure that socio-economic barriers are overcome by readily available school owned devices. In this way, Taita College is supporting advancements in the delivery of NCEA assessment.

**Improve the external entry policy** The school should consider reviewing the current approach to the management of student entries in external assessment to reduce the number of entries made after personalisation. The rate of late entries for external examinations has been above the national rate for a number of years. The absence of these entries makes effective tracking of progress and potential attainment difficult. In addition, examination papers for these entries do not include student identity information and are therefore subject to a higher risk of being misplaced. The school should therefore investigate an alteration in its policy for entries. This could include mandated entries at the beginning of the year and more comprehensive checks by teachers and students in Term 3.

**Review staff and student handbooks annually** Although there is a common understanding of assessment practices and procedures, the school should review and update both staff and student handbooks on an annual basis. By doing this, the school will ensure that assessment information remains current and will further support consistent practices. Examples of changes that could be included in the next review of the handbooks include:

- Staff handbook
  - providing guidance on sufficient verification by the strategic selection of student work for internal moderation
  - ensuring information is provided on the requirements of results submitted to NZQA for the purpose of derived grade
  - updating external moderation submission guidelines
- Student handbook
  - clarifying the rules regarding resubmission and further assessment opportunities
  - providing guidance on authenticity breaches and the process followed if a breach is suspected.

## **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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Strengthening internal moderation monitoring processes** Although Taita College has clear processes for teachers to critique and verify student assessment materials, it should strengthen the monitoring of these processes to ensure their completion. Departments maintain exemplars and undertake appropriate verification practices to ensure that every standard for each assessing teacher has been moderated before results are reported to NZQA.

The school is keenly aware of the benefit of seeking feedback from suitably qualified external verifiers to support their own internal moderation practices. Every subject engages with an external verifier for at least one standard each year, while those subject areas within the school with only one specialist have an appropriate network of subject specialists to ensure all standards are moderated externally. All teachers interviewed are supportive of this practice and are actively involved with their subject associations.

The school is in the process of incorporating its Student Management System in its internal moderation practices and there is now a need to update the monitoring checks that are in place to ensure their appropriate completion. Heads of Department use a high trust model and report results once they are confident all aspects of the internal moderation cover sheet are completed. All those interviewed were able to show this process. However, in isolated cases the process has not been followed. The Principal's Nominee acknowledges that a further formalised check will better assure Senior Leadership that all results have been subject to this quality assurance process.

**Systemise the storage of digital assessment materials** The school should consider developing a policy relating to the storage of samples of student work required for external moderation. Currently, each department saves student work digitally in a variety of different ways and in a number of different folders. This practice increases the risk of losing student work if a teacher leaves the school. This risk could be alleviated by the establishment of a dedicated set of digital folders for each department into which student work can be stored. These folders can be more easily accessible by the Principal's Nominee and permission settings can be standardised thus leading to greater efficiency.

## **Appendix 1: Effective Practice**

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

**Taita 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 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
- 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.

**Taita 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 grades
- safeguarding student privacy in the issuing of student results.



## **Effective internal and external moderation to assure assessment quality**

**Taita 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.

**Taita College has effective processes and procedures for managing external moderation by:**

- selecting sufficient samples of student work to NZQA requirements
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

**Taita 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.

**Taita 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
- 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**

**Taita College 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.

**Taita 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 Taita 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 NCEA Co-requisite Standards, and Candidates 2024*.

### 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
- *Procedures for Assessment of National Qualifications: Teacher Guidelines 2024, Taita College 2024*
- *Procedures for Assessment of National Qualifications: Student Guidelines, Taita College 2024.*

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
  - Mathematics
  - Music
  - Physical Education
  - Science
  - Social Science
  - 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.