

Managing National Assessment Report

Tapawera Area School

May 2024

FINDINGS OF THIS REVIEW

Tapawera Area School

15 May 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 2019.

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
External and internal review	
Strengthen processes for external moderation as outlined in this report	For each external moderation submission
Credible assessment practice to meet student needs	
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades	Before 2024 external examinations begin
Clarify the resubmission and further assessment opportunity rules for students and teachers	Immediately
Internal moderation to ensure the reporting of credible results	
Strengthen processes for critiquing and verification so that teachers access appropriate assessor support	As the internal moderation process is completed for each standard in 2024



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24 May 2024

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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 July 2019 Managing National Assessment Report

Tapawera Area School has addressed each action item in the previous report although some processes need further development.

The Principal's Nominee now keeps a record that discussions have been held with teachers in response to external moderation feedback. The next step, as discussed later in this report, is to document the details of the action plans generated from these discussions, ensuring that they are resourced, completed and evaluated.

There is now a process by which the Principal's Nominee checks that internal moderation has been completed for each internal assessment. Further checks are needed to ensure that documented critiquing and verification practice is sufficiently robust to support valid results.

Student course outlines are now brief summaries of student assessment programmes. They follow a school template in each subject area and are available to all students.

External moderation response to outcomes and processes The school needs to strengthen its processes for submitting materials for external moderation and for responding to feedback from moderators. Improved processes will support internal moderation in the school and improve markers' consistency with the standard. The school has in recent years been submitting four samples of student work for external moderation of achievement standards, instead of the six samples required if this number is available. Following NZQA guidelines for submitted work will help to ensure that the schools gets sufficient feedback to make changes if required.

More thorough documentation of teachers' responses to external moderation outcomes is needed to give senior leaders confidence that the feedback is being used to improve internal assessment processes. The Principal's Nominee and teachers have discussed moderation feedback and made changes to assessment tasks as a result. Clearer, monitored action plans that include the support required by teachers, links to other assessments within that subject, and an evaluation of actions completed have the potential to improve overall teacher assessment capability. It could also be beneficial to share moderation feedback across the school so that general improvements can be made even though small class sizes mean that individual standards may not be assessed in future years.

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)

Shared review and development Tapawera Area School secondary teachers complete much of their review, analysis and professional development as a collaborative team. While teachers in charge are responsible for reviewing their subject programmes to meet the needs of the students in their courses, broader review is conducted together. The Deputy Principal completes an annual analysis of

achievement data for the Board of Trustees, while teachers share a collective approach to achieving school-wide targets and analysing student progress. Self-review and staff discussions about students' strengths and learning needs assist teachers to provide targeted interventions to support and to accelerate achievement.

Implementing NCEA Changes Teachers have been positively engaged in preparing for the implementation of the new Level 1 achievement standards and the literacy and numeracy co-requisite requirement. Most teachers reported increased student engagement in learning as they prepared for assessment in early 2024. Teachers have accessed a wide range of support in preparation for assessment, through colleagues at other schools, Ministry of Education and NZQA resources, and subject associations. School professional learning in mātauranga Māori, feedback and feedforward, and visible learning maps is assisting students to know when they are ready to be assessed. A school-wide focus on reading, writing and numeracy is ensuring that all secondary teachers are familiar with students' next steps to achieving the co-requisite requirement.

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)

Assessment programmes that meet the needs of students Tapawera Area School is flexible in providing a wide range of learning and assessment opportunities to meet the needs of students. They are routinely engaged in distance learning programmes, courses with external providers, trades courses and in multilevel classes at school. Teachers' knowledge of their students' skills and pathways means that differentiation in assessment programmes and methods is routine. Students who require special assessment conditions or other targeted support are identified early and effective strategies shared amongst all secondary teachers.

Reporting quality assured practice external grades for use as derived grades

The school must report quality assured grades to NZQA for use as derived grades if necessary. This will ensure that all students have access to grades if their external examinations are disrupted for reasons beyond their control. The school has recently reported few practice examination grades to NZQA, partly due to limited student engagement in external examinations and partly due to data management oversights.

Practice examinations must be critiqued by a subject expert or person familiar with standard specific experience. The task and samples of student work must be verified by another subject expert or justified based on historical data, or the task and student work checked by another teacher familiar with standards based assessment. The Principal's Nominee will need to monitor processes to ensure that all potential derived grades are reported through the school's student management system.

Further assessment opportunity and resubmission rules The school must ensure that students and staff have a common understanding of further assessment opportunity and resubmission rules so that they are applied consistently across all subjects. Teachers interviewed for this review had variable understanding of the rules, and school assessment policy requires clarification. A resubmission may only be offered to individually-identified students to correct a minor error and gain an Achieved grade, without any further teaching or learning taking place. Teachers must ensure that the student's work is authentic, by giving only non-specific feedback and taking care not to over-direct students. One further assessment opportunity may be

offered to all students if it is manageable for the school. This can occur after further learning has taken place, with all grades available to students.

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)

All standards for which results are submitted to NZQA have been subject to internal moderation. The Principal's Nominee receives a copy of each internal moderation cover sheet, noting the completion of the process and the digital or physical location of stored assessment tasks and student work.

Strengthen critiquing of assessment tasks and verification of results The school must strengthen expectations for critiquing and verification so that teachers access appropriate assessor support before and after internal assessment. While internal moderation cover sheets record that critiquing has occurred, inconsistencies revealed in assessment moderation feedback and on the sheets indicate that a more thorough process is required. Teachers should always review the current moderator report and clarification of the standard document, the conditions of assessment, and any external moderation feedback before using assessment materials, even if the task has been used before. This will ensure that materials meet the requirements specified in the standard and provide the opportunity for students to present authentic evidence at all grades.

Verification expectations should also be strengthened to ensure that teacher judgements are consistent with the standard before they are reported to NZQA. Most Tapawera Area School teachers complete internal moderation with verifiers outside the school, and value it for the professional learning and support it provides. This should be the case for all subject areas for which there is only one teacher in the school with standard-specific expertise. It is good practice to record verification comments, especially for borderline grades, to assist with future review and assessment.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Tapawera Area 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
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Tapawera Area School has effective processes and procedures for:

- managing missed or late 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Tapawera Area School has effective processes and procedures for managing internal moderation by:

- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Tapawera Area School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- responding effectively to external moderation outcomes and providing support for assessors where appropriate

Effective management and use of assessment-related data

Tapawera Area 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.

Tapawera Area 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
- 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.

Effective communication to inform staff, and students and their families about assessment

Tapawera Area 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.

Tapawera Area School assists common understanding of assessment practice by:

- 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 Tapawera Area 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) 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
- *Staff Guidelines NCEA Assessment 2024, Tapawera Area School*
- *Student Guidelines for NCEA Assessment 2024, Tapawera Area School.*

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers in Charge of:
 - Hospitality and Distance Learning
 - Mathematics
 - Outdoor Education
 - Physical Education
 - Technology
 - Visual Art
- three students.

There was a report-back session with the Principal, Deputy 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.