

Managing National Assessment Report

Te Aratai College

April 2023

FINDINGS OF THIS REVIEW

Te Aratai College

28 April 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 2022.

Actions

Agreed actions

The school agreed that this 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 | |
| Report a result for all internal entries, or withdraw the entry, as appropriate. | Continually, to be completed by 1 December data file. |



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30 June 2023

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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 30 August 2018 Managing National Assessment Report The two items identified for action to improve the quality of assessment systems and practices for national qualifications have been addressed.

The school has clarified that teachers' selection of samples of student work for grade verification should be sufficient and purposeful. Teachers interviewed for the review confirmed this strategic approach, which can reduce verifiers' workload without compromising the quality of the assurance process. The Principal's Nominee made effective use of the scenarios provided at a Leading National Assessment seminar, and the relevant Myth to highlight best practice.

The Principal's Nominee has updated assessment information for both staff and students to reflect current practice and it is readily accessible online. This documentation helps support school-wide understanding and consistent assessment practice.

External moderation response to outcomes and processes The school has effective processes to respond to external moderation. Heads of Learning Area document external moderation outcomes and undertake actions to resolve issues identified by NZQA moderators. The Principal's Nominee discusses with learning area leaders any concerns in the moderator's feedback. He is supporting the subject area with a pattern of Not Yet Consistent feedback to understand the standard, and to make the required changes to assessment tasks and grade decisions. The Principal's Nominee evaluates the impact of changes for expected improvement.

External moderation is an indication of the effectiveness of internal moderation processes previously undertaken. Negligible *Not Consistent* outcomes and consistently high levels of consistency of assessor judgements over the past five years reflect the school's robust internal moderation processes and effective response to external moderation feedback.

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)

At Te Aratai College, internal review is continuous, purposeful, and collaboratively led at all levels of the school. School leaders strategically use evidence to review student attainment, measure progress towards school-wide goals, and evaluate the effectiveness of changes made to inform future direction. Self-review is interconnected and occurs at each school level. Staff have a clear appreciation of the importance of achievement to open doors for students to future choices and opportunities, and ultimately a better life.

Strategic direction focuses on meeting student needs to support achievement

The Board of Trustees delivers the school's long-term strategic plan. The Principal's Nominee reports to the school community an analysis of overall achievement

performance including disaggregating data on ethnicity, literacy and numeracy, and assessment engagement.

The Senior Leadership Team, in consultation with middle leaders, develop annual goals to meet these strategic priorities. This approach enables each learning area to see themselves in the annual goals and share ownership for their outcomes.

Learning Area leaders work alongside their respective senior leadership line manager to evaluate their contribution to annual goals. Learning Area leaders interviewed described more proficiently unpacking and understanding achievement data for their learning area, including explicitly reporting on Māori student achievement. Learning Area self-review emphasises reflection on, and the development of courses to best meet the individual and qualification needs of students, with a focus on equity for priority learners. They report these findings to the Board annually.

All teachers feed into the Learning Area reviews, reflecting on their teaching and assessment practice and student assessment results. Teachers adjust standards, assessment tasks and modes, and provide authentic contexts to reflect student culture, interests and learning preferences. Learning areas develop future action plans for the coming year which are reviewed regularly, to make adaptations to meet changing student need, as required.

Effective school-wide leadership The experienced Principal's Nominee reviews for improvement school procedures and teacher practice. He effectively leads changes to assessment and quality assurance processes, regularly discussing assessment information for staff professional learning at meetings or with individuals. The Principal's Nominee provides teachers with support and collaboratively shares with all staff responsibility for credible assessment practice and quality assurance systems, to foster assessment capability and school-wide ownership. The success of this approach is built on strong connections and mutual respect between the Principal's Nominee and teachers. The review noted an assessment culture of teachers having high expectations of their assessment practice and outcomes, identifying the purpose of credible assessment and the need for robust quality assurance systems, rather than a focus on compliance. Teachers participating in the review appreciated the Principal's Nominee's knowledge and willingness to guide and support them.

Māori achievement is prioritised A key focus of the school's strategic plan and annual goals is fulfilling their commitment to Te Tiriti o Waitangi, to provide equitable experiences and outcomes for Māori students. This is aligned to Te Aratai College's improvement evaluation approach supported by the Education Review Office, in collaboration with the community. The school prioritises enabling Māori students to achieve success as Māori, which includes access to te ao Māori and kaupapa driven practice. Te Aratai College has appointed two Mātauranga Māori co-leads for the purpose of supporting learning areas to develop programmes of study inclusive of Mātauranga Māori as well as a whole-school programme. Whanaungatanga is at the centre of classroom practice and interaction with whānau and community. Teachers described strong tuakana-teina relationships between senior and junior students. The school's evidence indicates successful teaching and assessment for Māori students supports the achievement of all learners.

The cultural competencies, knowledge, passion, and skill of teachers interviewed for the review to deliver culturally responsive learning were evident, together with their

sharing of critical reflections on course development and their responsiveness to make adaptations.

Targeted teaching and learning to support literacy and numeracy attainment

Te Aratai College is strengthening its cross-curricular teaching and learning approach to support students to gain the Literacy and Numeracy co-requisite of the changed qualification. To increase accessibility to NCEA qualifications, the school focuses on accelerating progress in the junior school, as many students enter with low levels of literacy and numeracy. The school is planning intentional learning opportunities in all subjects to improve student competencies and to build their confidence in their knowledge and skills. The Numeracy Co-ordinator and the Literacy Lead are collaborating with staff to develop a cohesive school-wide professional learning plan and provide support for teacher practice to identify naturally occurring and rich opportunities to teach these skills.

Preparation for the NCEA Change Programme To be ready for 2024, the school has considered the significant changes of the NCEA Change Programme, including resourcing, the administrative workload, logistical planning, course design and school-wide future planning. Teachers understand the changed curriculum, standards and assessment following their investment in professional learning to ensure readiness for implementation in 2024. The school's involvement in digital end-of-year exams will assist their effective delivery of the Literacy and Numeracy co-requisite in 2023 and the transition to the digital-first approach of the changed qualification. For the past three years about one-quarter of exam entries were digital. The school identified that the use of the NZQA digital assessment platform is supporting teacher confidence to run assessments, addressing student access needs, and testing the school's IT infrastructure, with time to resolve any problems that arise.

Effective self-review for continuous improvement is evident in the school's strategic priorities to support student engagement in learning and assessment and the management of change to enhance student achievement outcomes. Distributed leadership, shared ownership and school-wide collaboration support the inter-connected self-review processes. Senior leadership can be confident that issues relating to assessment practice and quality assurance will be identified and resolved.

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

Tailored pathways responsive to student need and promote achievement Te Aratai College offers a range of differentiated academic and vocational pathways to provide relevant and engaging learning and assessment opportunities for individual students. Some well-subscribed courses offer a high proportion of unit standards to cater for student needs.

Discussion between teachers and students around pathways begins in the junior school, to inform planning of all student choice through to Year 13, and to support their transition to future education, vocational and employment opportunities beyond school. Whānau participate in pathway decision-making.

The school intended focus of future pathways is for greater innovation and flexibility in curriculum and course design, as resourcing becomes available through roll

growth. The school plans to offer vocational courses onsite, similar to the automotive course currently offered, to best support students to manage their learning and assessment timeframes.

Comprehensive tracking and monitoring supports student achievement The school effectively uses evidence-based data to identify improvements that could contribute to the achievement outcomes for students, with a focus on Māori students. From the beginning of Term 2 Deans and Heads of Learning Areas track individual students using both pastoral and assessment information.

To support consistent practice, the school uses *Kia eke Panuku*, a culturally responsive and relational pedagogy observation tool, to focus on Māori student engagement and gathering their voice. A data analysis tool is also used across the school to accurately monitor students' achievement performance and improvement in real-time. Teachers are able to identify barriers to student progress and develop strategies to improve their teaching and assessment methods. As a result of this approach, the school considers they have a more cohesive knowledge of learning and achievement across the school.

All staff are active in their support of students and whānau are kept fully informed of student progress. Students interviewed acknowledged the support provided by their teachers for students to achieve.

Remove internal entries for students with no result To ensure that student assessment records are accurate, the school should report a result for all internal assessment entries in the student management system by 1 December. Where there is no result because there has not been an adequate assessment opportunity, the entry should be withdrawn.

A number of entries have been reported without a result over the past two years across several subjects, with larger numbers for unit standard entries. At the start of the year, teachers are encouraged to enter in mark books all standards that are intended to be assessed, to support the tracking of student achievement. The school identified that teaching and assessment did not happen in some standards because of lost time due to Covid disruptions and during the shift back to the original school site. An inaccurate view of possible student achievement may be provided if tracking of progress includes those entries for which no results are ultimately reported.

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

Effective internal moderation processes conducted in learning areas assures senior leaders that their high expectations of quality assurance are being met and credible results are reported.

Teachers comprehensively document internal moderation steps on the school's standardised template for each assessed standard. Heads of Learning Area confirm that all standards assessed have been quality assured before they submit results to NZQA.

The Principal's Nominee works collaboratively with learning areas, focusing on supporting teachers to confidently make assessment judgements consistent with the standard. He provides teachers with clear expectations and clarification of the school's internal moderation requirements, and where issues are identified, a resolution to improve practice is actioned. The Principal's Nominee monitors internal moderation practices through discussion with leaders of learning and a high-level check of moderation processes for a selection of standards, to confirm the school's effective quality assurance of internally assessed standards.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Te Aratai College has effective processes and procedures for meeting the assessment needs of their 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 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 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 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 students at risk of not achieving literacy and numeracy or their qualification goals.

Te Aratai 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Te Aratai 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
- 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.

Te Aratai 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 student work to NZQA requirements
- 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

Te Aratai 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Te Aratai 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 student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries
- 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

Te Aratai 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 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.

Te Aratai 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 Te Aratai 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 / 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 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 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
- *Student Achievement and Well-being Policy, Te Aratai College*
- *Assessment and NCEA Information for Staff, Te Aratai College (online)*
- *Assessment and NCEA Information for Students and Whānau Te Aratai College (online).*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning for:
 - Arts
 - English
 - Languages
 - Mathematics
 - Science
- Assistant Head of Learning for:
 - Mathematics / Assessment for Learning Lead
- three students.

There was a report-back session with the Tumuaki / 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.