

# **Managing National Assessment Report**

## **Coastal Taranaki School**

**October 2021**

## What this report is about

This report summarises NZQA's review of how effectively Coastal Taranaki 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

## 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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2021* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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
- *Coastal Taranaki School Academic Guidelines and Procedures – Secondary and NCEA Teacher Manual*
- *Coastal Taranaki School Assessment Procedures for Students and their Families*
- *Curriculum Policy*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Senior School Team Leader
- Teachers in Charge of:
  - Mathematics
  - Music
  - Pathways
  - Physical Education and Health
  - Science
  - Te Reo
- three students.

There was a report-back session with the Principal, Board of Trustees Chair, Principal's Nominee and Head of Secondary 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.

# SUMMARY

## Coastal Taranaki School

19 October 2021

### Progress on significant issues

The 2019 Managing National Assessment review identified six significant issues that required school action to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

Coastal Taranaki School has addressed all the significant issues from the 2019 report. Assessment procedures have been developed, they are well understood by teachers and consistently followed by staff interviewed. The external moderation follow-up process developed has yet to be applied. Effective leadership and growing school capacity has enabled the school to effectively respond and address the identified issues.

### Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the school's management of national assessment were found. The school's own review mechanisms are developing to allow them to identify and respond to most issues. The next Managing National Assessment review will be conducted within three years. NZQA will return within 12 months to confirm that the school's follow-up process has been applied to the 2021 external moderation feedback.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2020 due to COVID-19.

### What the school is doing well

Coastal Taranaki School's focus over the past eighteen months has been to integrate the vision of ako (empower), manaakitanga (care and responsibility) and whanaungatanga (cooperation) into the school's culture. Curriculum and assessment changes aligned to the school vision have resulted in improved NCEA outcomes including, four students gaining Vocational Pathway Awards in 2020.

The school uses the flexibility of the NCEA model effectively to provide learning programmes that meet students' individual needs, interests and career aspirations. Engagement with outside providers and the school's Pathways Programme enables a large number of students planning to transition to work or further training to undertake assessment towards a range of vocational pathways.

The increased use of local and cultural contexts reflects the school's vision to better meet Māori student's needs and interests. The school's participation in the *Manaiaikalani* Professional Learning Programme in 2021 aims to support teachers to provide relevant and culturally inclusive learning and assessment contexts.

Year 11 - 13 teachers regularly discuss and review assessment practice to reinforce good practice and moderation expectations, and to ensure a collective understanding and consistency across teaching staff. Teachers gather evidence of achievement in a

range of ways, including the increased use of digital tools and participation in digital examinations. Where applicable, students are assessed when ready.

Internal moderation is well understood with teachers storing completed moderation material centrally. The Principal's Nominee and Senior School Team Leader monitor the stored material to confirm its completion prior to results being submitted to NZQA. This process can be strengthened and is discussed further in this report.

Student achievement data and progress is closely monitored to identify those at risk of not achieving a qualification or to their pathway plan. Additional support and modifications to assessment programmes are provided to support these students where appropriate.

Assessment information communicated to teachers, students and whānau reflects the school's contexts and procedures. Effective processes are in place to keep part-time teaching staff informed of key dates and assessment changes.

### **Areas for improvement**

The school's data checking processes require strengthening to ensure internal entries and results represent students' assessment programme. Internal entries must be withdrawn where a student has not engaged in the assessment of a standard nor had an adequate assessment opportunity. In all other cases a result must be reported. In addition, the school did not submit unexpected event grades to NZQA in 2020. The submission of unexpected event grades is required as part of the school's Consent to Assess.

### **Agreed action**

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- ensure 2021 external moderation feedback is effectively followed-up
- strengthen internal moderation practice by monitoring that the documentation recording the process reflects actual practice
- ensure internal entries are withdrawn when a student has not attempted a standard nor had an adequate assessment opportunity
- ensure unexpected event grades are submitted to NZQA prior to the start of the external examinations.

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7 December 2021

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# FINDINGS OF THIS REVIEW

## How effectively has the school responded to external and internal review?

### External review

*Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

### Action Items from 4 September 2019 Managing National Assessment Report

Coastal Taranaki has resolved all significant issues identified in the 2019 review by:

- establishing an effective monitoring system to confirm results for all internal standards assessed are quality assured prior to being submitted to NZQA
- developing a system to respond to external moderation. This process is yet to be applied to moderation feedback from 2021
- developing protocols for the central digital and physical storage of student work to ensure it is available for external moderation
- submitting student entries and results to NZQA on a timely and regular basis
- reporting Not Achieved where students have had an adequate assessment opportunity and failed to submit work
- checking that the appropriate consent to assess is held prior to assessment within the school and when engaging with an external provider.

**Progress on agreed actions** The school has addressed the agreed actions by:

- ensuring that teachers:
  - protect student privacy when they return student work
  - provide evidence based on authentic, standard-specific evidence for derived or unexpected event grades
- developing and documenting a process for granting extensions
- reviewing the staff and student handbooks to ensure they reflect Coastal Taranaki School's assessment processes and context.

**Response to external moderation outcomes** An external moderation follow-up process involving the development of action plans to address issues identified by moderators was established following the 2019 review and applied to the feedback received. The school plans to apply this process to the 2021 moderation feedback when available from their October moderation round.

A consequence of the school not submitting external moderation in 2020 due to COVID, and not having completed their 2021 external moderation round, at the time of this review, is that no evidence of external moderation follow-up was available for the Principal's Nominee to confirm an effective process is in place. In 2022 NZQA will visit to confirm the completion of the process and its effectiveness.

The school plans to suggest standards for external moderation in 2022 to confirm that the school's response has effectively resolved the issues identified in 2021 moderation reports.

## Internal review

*Evidence for 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)*

The school's focus following the 2019 NZQA review has been to develop effective assessment procedures, build teacher assessment capacity and embed the school's vision of ako (empower), manaakitanga (care and responsibility) and whanaungatanga (cooperation) to support student achievement. The actions taken alongside greater staff stability since 2020 has enabled the school to consolidate assessment best practice and meet the school's Consent to Assess obligations.

To support the school's strategic goal to better engage and support the achievement of the fifty seven percent of students at the senior school who identify as Māori, the school has engaged in the *Manaiakalani* and Digital Fluency Intensity professional learning programme. The aim is to develop teachers' proficiency with digital tools and to use local contexts in their assessment programmes to better meet student needs and support their achievement. The *Manaiakalani* programme focus is on developing a learning community with a shared pedagogy of "Learn, Create, Share", alongside digital access for all students.

Teachers interviewed provided examples of local and cultural contexts they are using to provide relevant and authentic learning and assessment opportunities to support Māori student achievement and to integrate the school's vision and values into assessment programmes. Māori student engagement and motivation is also supported through the introduction of language and cultural assessment programmes, in addition to targeted wellbeing programmes to build confidence and resilience.

A focus on developing literacy and numeracy capability for Year 9 and 10 students that includes an across-the-curriculum language and vocabulary development has commenced, to enable these students to successfully participate at Level 1 when in Year 11. This focus is in response to the school's identification that low literacy and numeracy levels are a barrier to some students achieving their NCEA qualification each year. The literacy and numeracy support programme also aims to support students to meet the demands of the new literacy and numeracy co-requisite requirements of the NCEA qualification.

Student participation in external examinations is being encouraged, using the engagement in digital examinations and the opportunity to achieve course endorsements as motivation. Historically few students attempted external examinations to avoid the pressure when sitting exams. To increase these students' confidence and resilience, they have been enrolled in Health and Wellbeing programmes offered through the medium of both English and Te Reo Māori.

The Principal's Nominee, who is new to the role, and Secondary School Team Leader effectively lead NCEA assessment through clear communications and support that has resulted in the development of teacher assessment capacity and growing confidence.

**Agreed action**

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure 2021 external moderation feedback is effectively followed-up.



## How effectively does the school's assessment practice meet the needs of its students?

*Evidence for 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)*

### **Coastal Taranaki School has effective processes and procedures for meeting the assessment needs of their students by:**

- assessing students when ready though flexible timeframes
- engaging with outside providers to offer vocational and academic courses the school is unable to resource
- designing assessment activities with authentic contexts relevant to the school, local area and iwi to best engage students
- collecting evidence of student achievement in a variety of ways
- using feedback and feedforward information to assist students to present their best evidence
- having the Principal's Nominee work with the Special Education Needs Coordinator to build a portfolio of school-based evidence to support applications for special assessment conditions.

### **Coastal Taranaki School has effective processes and procedures for:**

- assisting students to present authentic work by helping them to understand plagiarism and the need to present work that is their own
- reporting Not Achieved for proven breaches of the rules
- managing further assessment and resubmission opportunities to NZQA's requirements
- ensuring evidence for derived and unexpected event grades is based on authentic standard specific evidence that is collected using practice assessments and evidence gathering templates
- meeting the requirements of the *Privacy Act 2020*.

**Supporting engagement and achievement in science is a focus** To increase engagement and build a foundation of knowledge and interest in sciences at Year 9 and 10 the science programmes have been modified to include tasks and experiences which are more culturally relevant to Māori students. The programme includes environmental and horticultural studies from a Māori perspective, visits to farms operating according to Māori principles and talks by guest speakers to give the Māori perspective on protecting the environment. Anecdotal evidence to date indicates Year 9 and 10 students are more engaged in the study of science as a result of these changes and are now more open to considering a pathway which involves elements of the study of science in the senior school. An aim of this change is to also increase the number of students studying Science, Technology, Engineering and Mathematics (STEM) subjects when in the senior school.

**Individual Learning Plans support student career aspirations and interests**

The school has an effective processes to support individual students career aspirations. All senior students are interviewed, with their whānau, at the beginning of the year to identify their interests and potential career pathway to develop an Individual Learning Plan. Students with academic aspirations are catered for within the school and offered work experience and/or short courses aligned to their interests one day a week, in the school's 4+1 programme. The school has forged close relationships with external providers, business organisations and employers to support students looking to transition to work or further vocational training. The four students who gained Vocational Pathway Awards across six pathways in 2020 reflect the effectiveness of the school's individualised approach.

**Use of digital tools supports student achievement** The school trialled NZQA digital practice exams in 2020. The success of this trial has led to the decision to offer digital practice and NCEA digital exams in 2021 as this medium best reflects the students teaching and learning environment. To further support students' digital journey, the school has ensured that every student has access to a dedicated digital device for their exclusive use in school and at home. This has enabled teachers to use digital tools for gathering assessment evidence, sharing assessment material and to provide feedback and feedforward assistance to enable students to present their best evidence.

To support students who do not have internet access at home, an after-school homework club has been initiated. The homework club is well attended with teachers providing specialist subject support and transport home for those who, by attending, miss their school bus home.

**No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.

## How effectively does the school's internal and external moderation assure assessment quality?

*Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

### **Coastal Taranaki School has effective processes and procedures for managing internal moderation by:**

- providing teachers with clear expectations on internal moderation requirements, including their use of the *Internal Moderation Cover Sheet*
- documenting the internal moderation process for each standard assessed before results are reported to NZQA
- teachers purposefully selecting samples of student work for verification
- using subject-specialists from within and outside of the school to verify assessor judgements

### **Coastal Taranaki School has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are provided by being adequately stored.

**Internal moderation monitoring requires strengthening** The school's monitoring of internal moderation requires strengthening to confirm the documentation reflects actual practice. The completed *Internal Moderation Coversheet* and student work is stored centrally by teachers. The Principal's Nominee and Secondary Team Leader monitor internal moderation completion by checking the stored documentation and material.

This process can be strengthened by the Principals Nominee or Secondary Team Leader discussing with teachers to confirm that a subject specialist verified student work selected at grade boundaries and that reference to exemplars and previous external moderation feedback has been used to support assessment decisions. By discussing with teachers their moderation process, good practice can be confirmed and advice provided where required.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- strengthen internal moderation practice by confirming that the documentation recording the process reflects actual practice and good practice.

## How effectively does the school manage and make use of assessment-related data?

*Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

### **Coastal Taranaki School effectively uses assessment-related data to support achievement outcomes for students by:**

- using provisional grades to track and monitor student progress to identify those at risk of not gaining a NCEA qualification to enable programme changes to be made
- having the Pathways co-ordinator tracking student progress to ensure sufficient sector related credits are gained to be awarded a Vocational Pathway
- identifying Year 9 and 10 students who require literacy and numeracy support to assist them to access Level 6 of the curriculum when in Year 11
- encouraging and supporting students to use their NZQA Learner Login to access digital examinations, check results and monitor their qualification progress.

### **Coastal Taranaki School reports accurate achievement data by:**

- reporting results to NZQA on a timely and regular basis
- using the Key Indicator Checklist to identify and resolve data submission errors
- using the correct provider code for assessment undertaken by external providers for which the school has a current memorandum of understanding.

**Further develop NCEA achievement analysis** Teachers' analysis of NCEA achievement can be further developed to be more effective by evaluating the reasons for student achievement and to identify areas for improvement. With very small student numbers in each class an inquiry approach is suggested to support teachers to evaluate the outcome of changes they make to their assessment practice and programmes and their impact on individual student achievement. It will also support the evaluation of the effectiveness of strategies used as-a-result of school's current professional learning focus.

**Internal entries must be withdrawn where a student has not had an adequate assessment opportunity** A significant number of internal entries in 2020 did not have a result reported. More robust checking processes are required to ensure entries are withdrawn where a student has left the class or school, has not attempted a standard nor had an adequate assessment opportunity. A student's entries should reflect their assessment programme. Ensuring an entry is withdrawn can prevent students thinking they have sufficient credits yet to be assessed to enable them to meet their NCEA goal. Teachers interviewed correctly described that they report Not Achieved where a student had an adequate assessment opportunity and provided no work.

The use of NZQA reports *Counts by Subject or Course Report* on the NZQA website prior to submitting the final data file can assist with ensuring that a result is reported, or the entry withdrawn if no assessment has taken place.

**Ensure Unexpected Event Grades are reported** The school must ensure that unexpected event grades are annually submitted to NZQA. These grades support student external assessment achievement where an exceptional event beyond their control prevents their attendance, impairs their performance, or prevents them finishing an examination. The submission of unexpected evidence is required by Assessment Rule 5.5.c.

### **Agreed action**

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure internal entries are withdrawn when a student has not attempted a standard or had an adequate assessment opportunity
- ensure unexpected event grades are submitted to NZQA.

### **For consideration**

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- developing the use of assessment information and data analysis to review assessment practice and programme changes.

## **How effectively does the school's communication inform staff, and students and their families about assessment?**

*Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

### **Coastal Taranaki School has effective processes and procedures for:**

- ensuring students receive outlines for all courses they undertake
- communicating NCEA information and assessment procedures to students and their whānau through a range of media
- assisting students to understand what they need for an NCEA qualification and University Entrance
- ensuring part-time staff are kept up-to-date with changes and deadlines through effective meeting minutes and links to documents
- engaging with whānau by holding twice-yearly goal setting interviews to support students to achieve their academic goals.

### **Coastal Taranaki School assists common understanding of assessment practice by:**

- using fortnightly Secondary Teachers' meetings to provide the opportunity to discuss assessment best practice, the school's internal moderation expectations and key dates
- using NZQA's Mythbusters to support teacher understanding of resubmission and further assessment opportunities
- supporting students understand what they need to achieve in order to gain a qualification
- supporting teachers new to the school through regular meetings and discussion with the Principal's Nominee.

**Staff and students interviewed demonstrated a good understanding of and confidence in the school's assessment procedures** Teachers and students interviewed could describe how NCEA works and the school's assessment procedures. The updated Teacher Handbook and regular Secondary Teacher meetings support the development of consistent teacher assessment practice. Students interviewed acknowledged the support teachers provided towards the achievement of their qualification goals and meeting their career aspirations.

### **No action required**

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.