

# **Managing National Assessment Report**

**Coastal Taranaki School**

**September 2024**

# FINDINGS OF THIS REVIEW

## Coastal Taranaki School

4 September 2024

### Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school that is not effective in aspects of self-review, credible assessment or quality assurance, it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

### Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	<b>External and internal review</b>		
3v	Follow up external review recommendations and findings	Follow up all agreed actions from this, and previous Managing National Assessment reports	Within one year
2.6iv	Comply with external moderation requirements	<p>The school is required to submit standards for external moderation as outlined in its moderation plan.</p> <p>The school is required to respond effectively to external moderation outcomes and provide support for assessors where appropriate.</p> <p>The school is required to monitor and document actions taken to address external moderation outcomes.</p>	Immediate
	<b>Credible assessment practice to meet student needs</b>		
2.7i	Manage data to support student achievement	<p>Systematically record student achievement by consistently reporting Not Achieved grades.</p> <p>Ensure quality assured practice external assessment grades are</p>	<p>Immediate</p> <p>Before the 2024 examination period</p>

		reported to NZQA for use as Derived Grades.	
	<b>Internal moderation to ensure the reporting of credible results</b>		
3.1b	Strengthen internal moderation and monitoring	Senior management are required to have a monitoring process that ensures results reported have been subject to an internal moderation process that meets NZQA's requirements.	Immediate

### Actions required to address significant issues

In order to address these issues, the school must:

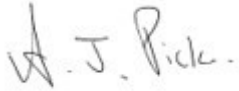
- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)
- ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient (*CAAS Guidelines 2.6ii*)
- internally moderate to ensure assessment results are credible (*CAAS Guidelines 2.6iii*)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2022, 3.1(b)*)
- systematically record student achievement (*CAAS Guidelines 2.7i*)

## Actions

### 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>	
Implement effective assessment self-review processes	Immediate and ongoing
<b>Credible assessment practice to meet student needs</b>	
Identify and monitor students with Special Assessment Conditions	Immediate for 2025 applications
Update information for staff and students outlining NCEA and school processes and procedures	Immediate ready for implementation in 2025
Report a result for all internal entries or withdraw the entry as appropriate	Ongoing and completed by 1 December annually.



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16 October 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 19 October 2021 Managing National Assessment Report**

This report outlined four action items to be addressed:

- 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 before the start of the external examinations.

The school must follow up on required action items identified through external review. It was evident that these action items had not been addressed to assure assessment quality within the school. Ongoing development is required to address the issues identified and resolve all agreed actions from the 2021 Managing National Assessment review.

**Exam centre quality assurance check** The 2023 Quality Assurance Check of Coastal Taranaki School's exam centre identified that it was compliant.

**External moderation response to outcomes and processes** The school must submit all moderation materials to meet NZQA expectations. In recent years certain standards could not be moderated due to the unavailability of submission materials, or they were just not sent. In 2022 no external moderation was received and of the fourteen standards that were selected for moderation in 2023 only four were sent. Submitting moderation in its entirety is required so that the school and NZQA can be confident that assessor judgements are consistent with the standard and ensure that teaching staff receive feedback to identify areas where further training or support may be required. Assessor support for staff should include the use of Pūtake, involvement with subject associations and seeking clarification from appropriate external verifiers. This will better assist teachers in deepening their understanding of the standards and improve the quality of assessor judgments.

Coastal Taranaki School must develop and sustain a procedure to respond effectively to any issues raised in external moderation reports and provide support for teachers as required. The procedure must include a process to document actions taken to address these issues and to monitor and evaluate the effectiveness of actions that have been completed.

A shared understanding of the purpose of external moderation must be developed. Strengthening internal moderation, as outlined later in this report, should offer additional motivation to enhance external moderation and instil confidence in the quality assurance of grades at the standard. This will also ensure moderation processes align with the expectations of senior managers and NZQA.

## Internal review

*Evidence of the school using its self-review and evaluation processes to identify areas for ongoing improvement in assessment practice and procedures, which are then actioned. (CASS Guidelines 3iv)*

At the time of this review, a lapse in effective self-review processes was evident, which needs to be urgently addressed. Effective self-review systems and processes must be implemented for student-focused programmes such as the school's on-site farm, the Te ara Taiao programme (environmental project) and a Pathways structure that supports its students in transitioning to further education, training and employment, to effectively identify and manage risks to credible assessment.

In previous years, staff reviewed teaching and learning programmes, assessment practices and analysed student achievement. Senior leaders and the Board of Trustees evaluated these outcomes to guide the school's strategic focus. The school needs to implement an effective leadership model for assessment and strengthen capability through Coastal Taranaki's staffing structure. This process is essential for transparency, accountability, consistency, and quality control whilst facilitating communication and compliance with NZQA's requirements. This model will also provide clearer lines of responsibility and ownership among staff. Clearer guidance on review processes, particularly regarding the integration of the NCEA Level 1 programme, is necessary for the school to effectively identify the courses and standards that will best meet the diverse attainment levels and qualification needs of its students. This will help support student engagement and identify those at risk of not achieving a qualification.

## 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)*

### **Reporting quality assured practice external grades for use as derived grades**

The school must provide quality assured practice external grades to NZQA for use as derived grades. This will ensure that all students have access to a grade if their external assessments are affected for reasons beyond their control. No derived grades were submitted by the school in 2023 and only 29 percent were submitted in 2022. In addition, NZQA requires each school to have a documented process to record the verification or justification process used by each learning area to ensure that practice external exams are based on valid and standard-specific evidence.

**Assessment information for staff and students must be updated** Currently the staff and student handbooks do not effectively communicate the necessary information in clear language that enables students and their whānau to follow school and NZQA processes correctly or understand the requirements to obtain a qualification. During the interviews, students were able to demonstrate some knowledge of NCEA processes and who they might approach if they had any assessment concerns. They were able to articulate the requirements for obtaining a Level 2 and 3 qualification and the university prerequisites. However, they displayed some hesitation when asked what the process was for appealing a grade, or the reasons behind, and steps involved when requesting a review or reconsideration. Staff and students also struggled with the terminology and meaning behind 'reassessment' and 'further assessment opportunity'. Effective handbooks will

support consistent understanding and eliminate potential variability in teachers' and students' understanding, and aligning practices will result in consistent and credible practices schoolwide.

**Managing data to support student achievement** To maintain accurate assessment records and support effective tracking of student progress the school should review its data management processes. This includes identifying and removing internal standard entries that need to be withdrawn before 1 December each year. This practice will ensure that any standards without reported results, due to a lack of an assessment opportunity, are removed from the system. The school needs to identify and investigate where Not Achieved is not being reported to ensure NZQA requirements are being met. This review identified several subject areas where Not Achieved results were not reported against any internally assessed standards. There was some misunderstanding of when this grade should be reported and often the entry was left open allowing the student an endless opportunity to complete an assessment. Where a student has presented evidence that is not at the standard or has had an adequate assessment opportunity and submitted no work a grade of Not Achieved must be reported.

**Identifying applicants and supporting students with special assessment conditions** A process needs to be established to make applications for students who require special assessment conditions. The school has yet to use school-based evidence to identify students requiring special assessment conditions, and thereby remove barriers to fair assessment in 2024. The understanding of special assessment conditions needs to be communicated to staff, students and whānau. This will help the school identify students eligible because of their sensory, physical or medical conditions, disability, or specific language difficulties and for appropriate support to be provided.

## **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)*

**Document all steps in the internal moderation process** The school's documentation to staff should outline each step of the internal moderation process. Whilst this information is given verbally to staff, there needs to be a documented process, written in sufficient detail to inform and guide the practice of both new and experienced staff. Without clear, written documentation of the internal moderation process, there is a risk of inconsistency, but a well-documented process will lead to more consistent and accurate moderation practices schoolwide.

**Monitoring of internal moderation** Coastal Taranaki School must strengthen its monitoring of internal moderation processes to ensure all results reported to NZQA are quality assured. This is to extend good practice, support staff to make correct assessor judgments, and comply with NZQA requirements.

Currently, teachers are asked to complete their Internal Moderation Cover Sheets through their student management system, though only a few staff members have done so to some extent. Implementing more systematic and robust monitoring of internal moderation will improve internal quality assurance.

**Strengthen internal moderation** The school must create an effective monitoring system for internal moderation that gives senior management confidence that each internally assessed standard has been moderated before its results are reported to NZQA. A check of each standard's *Internal Moderation Cover Sheet* is needed to:

- ensure assessment tasks are critiqued before use to ensure they are fit for purpose, and
- ensure subject specialists have been used to verify grades awarded on a strategically selected, sufficient sample of student work.

Assessors are expected to:

- use clarification documents, exemplars, and professional learning opportunities to inform assessment judgements, and
- record verification discussions on the cover sheet, including an explanation of why they may have chosen to not record a verifier's grade, and
- use grade verifiers from outside the school where a pattern of non-consistency emerges or to counteract insularity, and
- store work and have it accessible for external moderation.

Audits of learning areas need to be carried out consistently and ensure issues identified are followed up and resolved effectively. This will improve the quality of assessment practice and ensure that:

- tasks for a range of standards are valid
- mark schedules are appropriate, and
- benchmark exemplars are accessible.



# **Appendix 1: Effective Practice**

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

**Coastal Taranaki 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
- providing opportunities for digital assessment including digital exams

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

- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- safeguarding student privacy in the issuing of student results.

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

**Coastal Taranaki 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 grade verifiers from outside the school.

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

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

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

**Coastal Taranaki 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
- 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**

**Coastal Taranaki 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 teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

**Coastal Taranaki 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 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.

### 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 *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
- *Academic Guidelines and Procedures, Coastal Taranaki School* (Staff Handbook)
- *Assessment Procedures Handbook, For students and their families, Coastal Taranaki School.*

The School Relationship Manager met with:

- the Principal's Nominee
- Acting Deputy Principal – Curriculum/Assessment
- Heads of Department for:
  - English
  - Mathematics
  - Music
  - Physical Education
  - Science
  - Visual Art
- three students.

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

## Background

There have been significant changes in the leadership team since the beginning of 2024. Coastal Taranaki School have appointed a new Principal, the Principal's Nominee was appointed in May, and several changes in the Deputy Principal's role have occurred over the course of the year.