

Managing National Assessment Report

ACG Tauranga

June 2024

FINDINGS OF THIS REVIEW ACG Tauranga 25 June 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.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Liaise with the School Relationship Manager to ensure internally assessed standards are added to the school's Moderation Plan	Once results have been reported to NZQA
Credible assessment practice to meet student needs	
Ensure the NCEA Staff and Student Assessment handbooks are up-to-date and fit-for-purpose.	For the start of each academic year.

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- Ensuring internal standards assessed each year are added to the school's Moderation Plan for external quality assurance.

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24 July 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)

This is the school's first Managing National Assessment Review

External moderation response to outcomes and processes As a school new to NCEA assessment, there has not yet been any student work submitted for external moderation. Furthermore, the school's entries for internal standards are often not decided upon until later in the year. To enable NZQA to quality assure a sample of student work internally assessed by the school, the Principal's Nominee has agreed to:

- contact NZQA once decisions have been made, so that the standards can be added to the school's Moderation Plan
- submit all the documentation required for External Moderation
- develop an action plan to resolve any issues identified in an External Moderation report
- have the Principal's Nominee monitor and evaluate the effectiveness of the Action Plan.

This review identified that the teachers offering internal assessment are experienced in standards-based assessment and have a clear understanding of the processes required by NZQA following the submission of external moderation.

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)

ACG Tauranga offers limited NCEA assessment to meet the needs of a few students requiring literacy and numeracy to gain their University Entrance award.

Review identifies students who require an alternative assessment method

Students at risk of not meeting the University Entrance requirements for Numeracy and/or Literacy are supported through the addition of a limited number of relevant NCEA standards. Parents are involved in these conversations and all appropriate aspects of NCEA, and assessment rules are clearly explained. Feedback from staff and students confirm this practice has minimised barriers to student success enabling them to gain the requirements for University Entrance literacy and numeracy. Collected data show there is a 100% achievement of students who have participated in these NCEA programmes.

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)

Updating the staff and student NCEA assessment handbook The staff and student handbook at ACG Tauranga need to be fit for purpose and up-to-date reflecting changes to the NCEA qualification and NZQA's requirements. The handbook should focus on the delivery of credible assessment and the processes to follow to ensure NCEA assessment is valid, authentic and verifiable. In addition, the handbook should describe NZQA's requirements for internal and external moderation. As the school offers a very limited number of NCEA assessment standards, and to date has not had students participate in any external NCEA assessment, the information should reflect the school's context. In future, if the school is to extend NCEA assessment opportunities, it should add the necessary information.

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)

Effective moderation processes ACG Tauranga has robust internal moderation systems that ensure only quality assured results are reported to NZQA. In the English area there are now two experienced NCEA teachers who internally verify the students' work. Previously, the school used external verifiers to moderate student work and ensure the credibility of the results. Teachers still consult outside the school if they are unsure of aspects of an assessment or marking. In the Mathematics area the two teachers are experienced teachers of NCEA and support each other with the moderation of the student work. Both teachers mark the scripts and then they discuss the grade awarded. In both cases, to extend good practice, teachers should document the discussions around assessor judgements on the Internal Moderation Cover Sheet to guide assessors the next time the standard is assessed. As there are very few students involved in NCEA assessment, all student work is verified giving the Principal's Nominee assurance that all grades reported to NZQA are credible and quality assured.

Appendix 1: Effective Practice Effective assessment practice to meet the needs of students

ACG Tauranga has effective processes and procedures for meeting the assessment needs of its students by:

- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standardspecific 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

- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

ACG Tauranga 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

ACG Tauranga 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.

Effective management and use of assessment-related data

ACG Tauranga effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- reporting to the Principal and Chief Executive Officer an annual analysis of NCEA achievement to inform strategic goals and actions.

ACG Tauranga reports accurate achievement data by:

- 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 entries with no results.

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

ACG Tauranga has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement.

ACG Tauranga assists common understanding of assessment practice by:

- supporting students to understand what they need to achieve in order to gain the literacy and numeracy requirements for university entrance.

Appendix 2: Overview What this report is about

This report summarises NZQA’s review of how effectively ACG Tauranga:

- 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
- *ACG Tauranga NCEA Assessment Handbook*
- *NCEA Literacy Course outline and literacy assessment schedule 2023*
- *NCEA Numeracy Course outline and Assessment schedule 2023*

The School Relationship Manager met with:

- the Principal’s Nominee, Deputy Principal – Curriculum/Assessment
- Learning Co-ordinators for:
 - Languages
 - Mathematics
- two students.

There was a report-back session with the 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.

Background

ACG Tauranga College caters for students from Years 1 to 13. A small number of students are assessed against NCEA standards in English and Mathematics to gain the literacy and numeracy requirements for admission to university.