

Managing National Assessment Report

Tereora College

June 2023

FINDINGS OF THIS REVIEW

Tereora College

26 June 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.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Evaluate the effectiveness of responses to external moderation outcomes.	To support the 2022 round of external moderation.
Ensure that all standards requested for external moderation are available to be submitted.	Before the school's external moderation deadline.
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 the end of year examination period.

For consideration

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

- collaborating with the Cook Islands Ministry of Education to ensure that all teachers new to NCEA are well supported to begin standards-based assessment.

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22 August 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 7 May 2019 Managing National Assessment Report Tereora College has implemented a process to monitor that actions planned in response to external moderation feedback are completed. A next step is to evaluate the effectiveness of these actions in improving assessment decisions.

External moderation response to outcomes and processes Follow up processes could be further strengthened to ensure that actions taken in response to external moderation feedback are effective in improving internal assessment practice and quality assurance.

The school requires curriculum areas to discuss external moderation feedback and put action plans in place as required. Moderation meeting time is made available in the school's regular meeting cycle, including for verification that takes place outside the school. Steps taken to improve outcomes include changing tasks, using new verifiers, and seeking support from subject advisors. The Principal's Nominee confirms the proposed action plan and monitors its completion.

In recent years, several standards have not been moderated as the material was not available to be submitted to NZQA. The school needs to be able to submit moderation so NZQA can be confident that assessor judgements are consistent with the standard, and so staff can receive feedback. The new Principal's Nominee has improved the school's digital and physical storage protocols to ensure that this occurs.

The school should consider encouraging teachers to use the function in the moderation application to query reports where they feel they would like further clarification or feedback. This would enable a targeted interaction to support any required action and may help resolve ongoing issues in subject areas.

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)

Tereora College has effective self-review systems in place to identify and respond to assessment concerns. Staff are ably led in assessment changes and processes by the Principal's Nominee and Principal, with middle leaders responsible for matters relating to their departments and courses. Managers of Curriculum meetings feed into senior leadership, whole-staff and curriculum discussions. Expectations of all staff are clear, frequently communicated, and documented.

Active approach to review and goal setting The schools has set proactive goals to address current and future concerns in preparation for implementing the NCEA Change programme. The school's assessment-related targets have been collated from school-wide review, senior leadership discussion, and data analysis generated by both senior leaders and teachers. For 2023, these goals include developing students' digital skills as well as strengthening a school-wide approach to the teaching and learning of literacy and numeracy in preparation for the co-requisite

common assessment activities. The school has, amongst other measures, introduced deliberate teaching of keyboarding skills to junior students in 2023.

The Principal's Nominee has reviewed assessment systems to ensure that all processes are fit for purpose from 2024 onwards. Two departments are trialling the documentation of internal moderation using the school's student management system, to support the existing digital tracking of the completion of this process. A common digital space has been created for all curriculum areas to store current documentation, including course outlines, ongoing data analysis, and department reports.

Teachers are also reviewing their internal assessment practice to prepare for the introduction of more accessible, fewer, larger standards at Level 1 in 2023. This includes using different modes of assessment to collect evidence of student achievement, contextualising learning and assessment opportunities for Tereora College students, and the increasing use of both formal and informal diagnostic tools to determine when students are ready to be assessed.

Aligned analysis and reporting processes Effective data analysis informs planning, change and reporting across the school. The analysis of achievement data is completed by teachers at student, course, and department levels, feeding into ongoing whole-school analysis completed by senior leaders. Staff members are expected to reflect on their own practices and use this reflection as well as data analysis and student feedback to inform any changes to courses and assessments. Senior leaders give Managers of Curriculum feedback on their department reports and use them to complete the Principal's annual report to the Cook Islands Ministry of Education.

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.

Designing assessment programmes to meet student needs Tereora College offers courses and assessment opportunities that align with student choices, interests and aspirations. Anau teachers support students to take ownership of their subject choices and progress towards qualifications. Teachers tailor their courses to meet the needs of the cohort, including rewording assessments, changing contexts, and varying the nature of the resources available to students. Students have the option of completing their responses in Cook Islands Māori and are given options for submitting a range of types of evidence of achievement where possible. A wide range of subjects are offered to prepare students for technology pathways including direct-to-work and tertiary options, some of which are run in collaboration with the Cook Islands Tertiary Institute.

Reporting quality assured practice external grades for use as derived grades

The school needs to ensure that quality assured grades are consistently reported to NZQA for use as derived grades if necessary. This will ensure that all students have access to a grade if external assessment opportunities are disrupted.

Tasks 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. Tereora

College teachers are increasingly involved with subject advisors and subject associations to ensure readier access to valid practice examinations. The Principal's Nominee has new processes in place to ensure that all potential derived grades are reported through the school's student management system.

Offering opportunities to engage with digital assessment Tereora College has made significant strides towards improving students' digital literacy and, where appropriate, their assessment through digital means. After evaluating the outcomes of high engagement with digital examinations and the digital assessment of the Literacy and Numeracy common assessment activities in 2022, the school has reviewed its approach to these opportunities. In 2023, a greater emphasis is being placed on student preparedness to present their best evidence of achievement, improving access to digital tools in the teaching and learning process, and retaining the opportunity for students to use paper-based modes of completing assessment tasks if this remains the best option for them. The flexibility of this approach allows for the development of teacher and student digital skills while embracing new opportunities available, particularly in reducing the need for special assessment conditions for students with these entitlements.

Supporting teachers new to standards-based assessment The school could consider collaborating with the Cook Islands Ministry of Education to ensure that all teachers new to NCEA are well supported to begin standards-based assessment. Senior leaders have noted the challenges faced by new teachers without any experience of standards-based assessment as a teacher or learner and have put some steps in place to support them. Further assistance in accessing resources, professional learning, and buddying through assessment systems and processes would be of assistance. This would be of particular benefit in sole-teacher subjects and those in which there has been a higher staff turnover than others.

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.

Tereora College has effective practices that give senior leaders confidence that all results have been subject to quality assurance processes before they are reported to NZQA. Teachers document the critiquing of assessment tasks and verification of assessor grades on digital or physical cover sheets that are monitored by the Principal's Nominee. Verification comments are retained either within this system or in department records. Teachers at times make use of their professional networks to find grade verifiers outside the school, with the Principal's Nominee ensuring that this happens for subjects where concerns have been flagged by verifiers or external moderators about consistency with the standard.

Moderation discussions are robust and valued by teachers for their professional learning component, including the use of previous external moderation reports to ensure that this feedback is actively used. The Principal's Nominee and Managers of Curriculum are in frequent communication about moderation matters including meeting times, documentation, verification and publishing results. To improve consistency, all internal moderation is conducted collaboratively with several eyes on the same pieces of work. Teachers strategically select borderline samples for verification, particularly at Merit and Excellence levels.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Tereora College 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Tereora 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Tereora 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 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.

Tereora College has effective processes and procedures for managing external moderation by:

- responding effectively to external moderation outcomes and providing support for assessors where appropriate.

Effective management and use of assessment-related data

Tereora 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 an annual analysis of NCEA achievement to inform strategic goals and actions.

Tereora 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, 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

Tereora 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
- celebrating students' success.

Tereora 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 Tereora 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.

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
- *Assessment Guide for Teachers, Tereora College, 2023* (Staff Handbook)
- *NCEA Assessment Booklet, Tereora College, 2023* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Managers of Curriculum for:
 - Academies and Technologies
 - The Arts
 - English
 - Health and Physical Education
 - Social Sciences
 - Visual Art
- three students.

There was a report-back session with the 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.

Background

Tereora College is the National Secondary School for the Cook Islands. It offers a wide range of academic and vocational courses at all three levels of the NCEA. Because most of the other six secondary schools in the Cook Islands offer only limited subject choices beyond year 11, many students from these schools continue their education at Tereora College after completing their NCEA Level 1.

For many students, Cook Islands Maori is their first language with English their second language.

Many of the staff at Tereora College with subject expertise have been selected by the Cook Islands Ministry of Education to function as verifiers for the national verification process. As part of this process, they quality assure samples of student grades provisionally awarded by teachers at the other secondary schools in the Cook Islands.

To provide support for their management of assessment for national qualifications, Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years.