

Managing National Assessment Report

Whangaroa College

October 2024

FINDINGS OF THIS REVIEW

Whangaroa College

17 October 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

Actions and considerations

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
Credible assessment practice to meet student needs	
Ensure that all entries in internal standards made to NZQA have a result reported or are withdrawn if there has not been an adequate opportunity to be assessed	In time for final results reporting
Ensure results collected for derived grades through school practice assessments are reported to NZQA	Before the next NZQA 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:

- assisting staff to use the function in the external moderation application to query external moderation reports where they need further clarification
- how it develops further opportunities for students to engage in digital assessment of external standards

- reviewing the student handbook to make it more accessible for its intended audience.

A. J. Picken

Amanda Picken
Manager
School Quality Assurance and Support

6 December 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 June 2019 Managing National Assessment Report

Whangaroa College has addressed the action to closely monitor internal moderation practice. The school has a clear process that is followed by all staff. All the relevant material for a standard is stored in a folder and shared with the Principal's Nominee. This includes the internal moderation cover sheet and a list of the students and results. The Principal's Nominee checks, and discusses the contents where required with the teacher, before sharing the results with the Data Manager to record them in the student management system.

External moderation response to outcomes and processes The school has a clear and thorough process led by the Principal's Nominee to follow up issues raised in individual moderation reports. Recent moderation has mostly shown assessor judgments are consistent with the standard. The Principal's Nominee reads all the reports, and where there have been minor issues he shares a response form with the teacher including comments about the issues that need investigation. The teacher reflects on the outcomes, considers the reasons for it and any changes required to resolve it. This leads to a discussion with the Principal's Nominee, and recorded actions such as changes in tasks and schedules, requests for professional development and looking for a change of verifier. The response form is stored digitally so it can be accessed to check progress and can be shared with new teachers that may take over the subject.

External moderation where a Work Development Council is the standard setting body follows the same process.

Staff should consider making use of the function in the moderation application to query reports to enable a two-way interaction with the moderator to gain further clarification or feedback, as they have not used this facility in the past. This may be particularly useful to help build understanding of the new Level 1 standards.

Some staff have accessed Pūtake, NZQA's learning management system. This is another useful support tool that more staff may benefit from engaging with.

Examination centre review The examination centre was reviewed in 2022 resulting in an outcome of compliance.

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)

Whangaroa College has a strong focus on self-review, regularly checking if they are effectively providing access to the skills and qualifications their students and community want them to have on leaving school. Monthly reporting to the Board of Trustees includes senior internal and NCEA common assessment activity results, and the outcomes of students' tracking. The Director of Teaching and Learning compiles semester review reports from teachers that are based on result data and reflecting if their courses produced the desired outcomes for the students. The

Director of Student Engagement and Gateway Coordinator also conduct interviews and surveys to check the school is providing the subject and career opportunities the students want.

A major recent focus has been increased wider community involvement to help better educate people and businesses in the region about the role of the school in the community. This aims to ensure that there is greater understanding of how the school successfully prepares students for the real-world, providing programmes for those who aspire to higher learning or alternative pathways. This has been done through linking with local community groups such as sports teams, kapa haka, waka ama, community trapping projects and other schools in the Kāhui Ako and encouraging the community to come into the school.

The senior leadership team has explored the relevance of NCEA Level 1, as it is an important qualification for some of the students and a confidence builder for others to enable them to succeed at higher levels. In previous years school courses have been mixed NCEA Level 1 through to Level 3 but through a process of whole staff discussion the school changed to dedicated Level 1 classes this year to effectively implement the changes to Level 1. The school is in the process of reviewing how this has impacted teaching and learning at all levels and the best approach for next year.

Other recent initiatives include:

- the Principal's Nominee and Director of Teaching and Learning working closely together to support each other and ensure all knowledge is shared to help maintain continuity and support succession planning
- changing the student management system to have access to increased functionality for managing student data and sharing information
- moving staff NCEA documentation online so it is more accessible and creating a single page reference sheet to support staff follow internal moderation processes.

Internal self-review is a continual process with initiatives being reviewed as they develop. The next planned steps include:

- a focus on more programmes and processes to support at risk students
- investigating how to best support students transitioning from full immersion kura into the college
- literacy and numeracy support for students unable to access NCEA Level 1.

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)

Strong support for a wide variety of assessment pathways The school maintains a broad choice of subjects through offering core multi-level English, Te Reo Māori and Mathematics courses, with other subjects taught through semester-based integrated pods. The subjects available, the mix of unit/achievement standards and the contexts they are taught and assessed in change depending upon cohort and individual student need.

A wide range of vocational courses are provided through both school-based courses and external providers. The choice of academic courses available is also extended by using Te Aho o Te Kura Pounamu where appropriate.

This effectively provides multiple pathways for students so they can be supported in their individual qualification goals in subjects up to NCEA Level 3.

Strong focus on supporting individual students to succeed The school ensures it provides opportunities for students to have aspirational goals and it has processes to encourage and maintain engagement. This includes:

- creating opportunities for students to consider different pathways including university visits, providing opportunities to experience different careers such as the Navy, flight attendant courses, tourism programmes and trades academy
- including practical and real-world components in courses such visits to a fish processing factory and restaurant, pest management, planning and providing the catering for school activities
- interviews for every student each semester with the Director of Teacher and Learning to match course selection with their desired qualification pathway
- regular year level teacher meetings to review student attainment and share strategies that staff find successful with individual students.

Provisioning special assessment conditions Although the school currently has no students with special assessment conditions there are processes in place to identify students at Year 7 and further up the school as they join or circumstances change. Some students have been approved for special assessments but as a result of their annual needs analysis they have chosen to not currently use them. Students have accessed equivalent conditions in the co-requisite assessments and the school is gathering evidence to support future applications, to ensure access to fair assessment.

Withdraw all internal entries if a result is not recorded The school needs to ensure that in all subject areas internal standard entries submitted to NZQA have a result reported or are withdrawn if the student has not had an adequate opportunity to be assessed. Data sent will then reflect the assessment undertaken. This action will improve the outcome of the current teacher and student checking of entries and results, and ensure that students have an accurate assessment programme recorded to assist them with tracking their progress.

Close to 20 percent of internal entries did not have results in 2023, while in previous years it was close to 0 percent.

Report results collected for derived grades to NZQA The school needs to ensure that results for derived grades are reported to NZQA, so they are available if required for awarding results to students when a derived grade is approved.

The school has processes in place to assess students and record quality assured standard specific grades in their student management system. The school needs to review their processes to ensure these grades are reported to NZQA as no grades have been reported in recent years. The *Grades Reported for use as Derived Grades at Scale* report in the Provider Login may help the school identify where reporting practice needs strengthening. The information will also build a profile of results so the school can understand the distribution of derived grades compared to final grades.

Use of digital technologies Students have successfully completed Literacy, Numeracy and te reo Matatini me te Pāngarau co-requisite assessments digitally and the school should consider how it develops further opportunities for students to engage in digital assessment of external standards. As a first step the school could consider prioritising opportunities to those students who already benefit most from completing internal assessments digitally, such as those who struggle to present handwritten work clearly or those who like the ability to easily edit their work.

The school is proactively discussing with students the appropriate use of Artificial Intelligence in teaching, learning and internal assessment and creating strategies for staff to manage its use.

Consider updating student and whānau information Although the information in the student handbook is accurate the school should consider presenting it in a way that is better targeted to its intended audience. Students showed a good understanding of NCEA and school processes from information gained through discussions led by the Principal's Nominee and reminders from their whānau and subject teachers.

A different format and language style for the student handbook may also help the wider school community improve their understanding of NCEA.

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)

Staff engage in effective internal moderation practice Staff understand the purpose of internal moderation with some happening within school and some through a wide range of suitable contacts outside the school. Due to small subject cohorts often all student work is moderated, but fewer and targeted pieces are moderated where a teacher is experienced with the standard and has a good external moderation history. Most teachers are already paired up in teaching areas, but having good connections outside the school means they have access to a wide knowledge base to effectively inform the critiquing of assessments and task design, and for verification of grades.

The Principal's Nominee effectively monitors all internal assessment processes through teachers documenting the steps and regular conversations with staff. Staff value the opportunity to discuss internal assessment practice with the Principal's Nominee or Director of Teaching and Learning. The school stores all assessment material centrally so it is available for external moderation and copies can be made to use for benchmarking/exemplars.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Whangaroa 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 and extending the school's Consent to Assess if required
- 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
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Whangaroa 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Whangaroa 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.

Whangaroa 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

Whangaroa 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 and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Whangaroa 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.

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

Whangaroa 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.

Whangaroa 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 Whangaroa 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 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 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
- *Whangaroa College, Staff Handbook for National Qualifications Procedures 2024*
- *Whangaroa College NZQA Internal Moderation Process and Procedures - 2024*
- *Whangaroa College Student Curriculum and Assessment Guide (Student Handbook).*

The School Relationship Manager met with:

- the Principal's Nominee and Head of Learning Social and Community Services
- Director of Teaching and Learning, and Head of Learning Primary and Construction Industries
- Director of Wellbeing and teacher of Food Technology
- Head of Learning Social Services
- Teacher in Charge of Te Reo Māori
- Teacher of New Zealand History
- three students.

There was a report-back session with the Principal, Principal's Nominee and Director of Teaching and Learning 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.