

Managing National Assessment Report

Bay of Islands College

June 2021

What this report is about

This report summarises NZQA's review of how effectively Bay of Islands 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.

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
- *Bay of Islands Procedures and Policies 2021*
 - Assessment
 - Timetable
 - Internal Moderation
 - NZQA Outside Provider Checklist
 - 18 Point Assessment and Reporting Checklist
- *Staff Handbook Assessment Policies Advice Guidance, NCEA Procedures and Policies 2021* (Staff Handbook)
- *Assessment Procedures Handbook 2021* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Head of Faculty for:
 - English
 - Mathematics
 - Māori
 - Social Sciences
 - Technology
- three students.

There was a report-back session with the Principal, Deputy Principal - Curriculum 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.

SUMMARY

Bay of Islands College

10 June 2021

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 allow them to identify and respond to most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

At the request of NZQA, and due to the restrictions of Covid-19 in 2020, with the school's agreement this review was rescheduled from 2019.

What the school is doing well

Bay of Islands College demonstrates an effective culture of self-review, to ensure the credibility of assessment and to meet the academic achievement needs of students. The college delivers programmes and courses that match student abilities, interests, and vocational pathways.

Improving student achievement is a priority for the college. Measures introduced to support students, especially those at risk of not achieving a qualification have resulted in positive achievement outcomes. These include strengthening teaching and assessment support for students and improving the quality of students' assessment experience.

Assessment practice is also effective in supporting achievement outcomes for students. Courses are tailored to suit their interests and abilities. Some courses provide multi-level study as well as differentiated learning and assessment which is good assessment practice. Additional support is provided for students identified at risk of not achieving a qualification.

Robust internal moderation processes ensure that only credible results are reported to NZQA. Staff interviewed demonstrated a clear understanding of the processes required. Responses to external moderation outcomes are documented and action plans developed when issues are identified.

Bay of Islands College uses data effectively to inform assessment planning and practice. Faculties evaluate the effectiveness of their courses through a termly review and in a comprehensive report at the end of the year.

The college community is well informed about NCEA and school assessment policies and processes through a range of appropriate communications. The new website outlining NCEA information has improved accessibility of information for students and whānau.

Areas for improvement

The school needs to ensure that all internal entries to NZQA have a result reported or withdrawn if the student has not had an adequate opportunity to be assessed. Valid entries allow students to have an accurate assessment programme recorded and assist the tracking of their progress.

Agreed action

The school agreed that an action will improve the quality of their assessment systems. This is to:

- ensure that all internal entries reported to NZQA have a result or are withdrawn if there has not been an adequate assessment opportunity.

Kay Wilson
Manager
School Quality Assurance and Liaison

27 July 2021

NZQA

0800 697 296

www.nzqa.govt.nz

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 1 June 2016 Managing National Assessment Report Bay of Islands College has addressed the significant issue identified in the previous review. The school now provides adequate and appropriate information about assessment processes to students through their Assessment Procedures Handbook, in a style and language suitable for the audience. The Principal's Nominee holds senior school NCEA assemblies to emphasise the information and the school website provides further access to qualification and assessment information.

The four other actions have also been effectively addressed. The college has reviewed its special assessment conditions processes to ensure that entitled students receive appropriate resourcing and support. The Work and Study Skills numeracy standards are only offered to students as appropriate. The staff handbook is regularly reviewed and is current and fit for purpose. Random selection for external moderation meets NZQA's requirements.

Response to external moderation outcomes Bay of Islands College has effective processes for responding to external moderation outcomes. Staff value external moderation feedback to improve their understanding of standards and assessment practice. The Principal's Nominee monitors all external moderation outcomes and when assessor judgments for a standard are not consistent with the NZQA moderator a clear process is followed. The Principal's Nominee and Head of Faculty discuss the moderation report and decide if an appeal is appropriate. An agreed action is decided upon which could include further professional learning, networking with new verifiers and working with subject associations.

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 College has established a culture of self-review and increased accountability. Review focuses on assessment credibility as well as looking at ways to improve student outcomes. They have developed this culture by using achievement data and student voice to reflect on the effectiveness of their assessment programmes and opportunities.

Improved student outcomes Ongoing review of course content and design by Teacher and Heads of Faculty has improved student engagement, achievement, and success. Teachers use student surveys and assessment data to inform course changes and modify their practice, including using a variety of assessment methods to best meet the learning needs of students.

A Principal led review into the poor achievement of students at NCEA Level 1 resulted in the school implementing a number of successful strategies, with the

number of students gaining NCEA Level 1 increasing from 55 percent in 2016 to 84 percent in 2020.

These strategies include:

- appointment of an academic mentor who works with all students including those at risk of not achieving a qualification
- establishing a homework centre where teaching staff help students who require extra support
- providing a summer school programme for extra tuition during the NZQA exam period
- ensuring students have access to external assessments by providing transport to the exam venue where needed
- delivering intensive careers advice with support to apply for tertiary institutions and for scholarship applications
- offering incentives for senior students to encourage attendance at school.

Review supports credible assessment The Deputy Principal - Curriculum along with the Principal's Nominee, has reviewed the process that monitors each department's effectiveness in assessment practice and quality assurance. This was part of a scheduled review as well as in response to changes in assessment practice including the use of digital assessments and submissions. Their review covers an eighteen-point checklist which includes checks on assessment practices, internal and external moderation, storage of student work, conditions of assessment, the use of digital assessments and tracking of student achievement. It occurs every two years, or more frequently where there is a new Head of Faculty or ongoing concerns. Staff interviewed confirmed the effectiveness of the process with all showing consistent understanding of assessment processes and practice.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

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)

Bay of Islands College has effective processes and procedures for meeting the assessment needs of their students by:

- applying to NZQA for special assessment conditions for eligible students
- contextualising assessment tasks so that they are more relevant and better engage student interest
- supporting teachers to collect a range of evidence of achievement, particularly using digital technologies
- providing differentiated assessment within some courses
- providing multi-level courses in the senior school
- assessing when ready, where appropriate.

Bay of Islands College has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide assessment practice on late and missed work, extensions, resubmissions, and further assessment opportunities
- monitoring the authenticity of student work during the assessment and marking process, including using content matching software for teacher checks
- investigating and resolving potential breaches of assessment rules and student appeals of assessment decisions
- ensuring valid, verifiable and standard-specific evidence for derived grades
- meeting the requirements of the *Privacy Act 2020* by ensuring student results remain private and permission is sought to use or share student work.

Strengthened Māori and Pacific engagement and success in Science, Technology, Engineering and Mathematics (STEM) subjects Bay of Islands College has implemented strategies to encourage students to engage in STEM subjects. Result data shows a positive response to these initiatives with 50 percent of Māori students achieving at least one STEM subject at Level 3 in 2020. Strategies with the goal of engagement leading to academic achievement include:

- involving Year 9 and 10 students in a variety of STEM subjects which offer an Education Outside the Classroom or virtual reality component to inspire and engage the students to further STEM studies
- ensuring that relevant learning and assessment opportunities are offered in STEM subjects to meet student career aspirations
- expanding the choice of STEM subjects to include digital technology, as well as exploring other technology options
- offering a selection of topics in senior mathematics courses to meet the interest, ability and needs of the students
- continual professional support and learning for staff to be culturally responsive and develop positive relationships with students.

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)

Bay of Islands College has effective processes and procedures for managing internal moderation by:

- critiquing new and amended assessment activities before use, to ensure they are valid and fit for purpose
- using suitably qualified subject specialists both within and outside the school to verify grades awarded on a purposefully selected sample of student work to ensure assessment judgements are consistent with the standard
- documenting the internal moderation process using an *Internal Moderation Cover Sheet*

Bay of Islands College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are adequately stored, either digitally or physically
- selecting samples of student work to NZQA requirements
- encouraging staff to submit external moderation digitally.

Monitoring internal moderation processes The school has streamlined the internal moderation process to avoid variance and strengthen understanding across all teachers. Heads of Faculty track and monitor each assessed standard to ensure verification is completed and that all standards have been through the process prior to reporting results to NZQA. This process has highlighted areas of concern which are being effectively addressed with the goal of improving the consistency of external moderation judgements with that of NZQA moderators.

No action required

No issues with the school's internal and external moderation were identified during this review.

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)

Bay of Islands College effectively uses assessment-related data to support achievement outcomes for students by:

- identifying students at risk of not achieving a NCEA qualification and providing appropriate support
- annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement
- celebrating student achievement through student awards and recognition.

Bay of Islands College reports accurate achievement data by:

- timely reporting of results to NZQA
- using the Key Indicators and data file submission reports to identify and check for errors
- holding current Memoranda of Understanding with external providers and ensuring correct codes are used when reporting results to NZQA.

Using data to inform planning In 2019, departmental data analysis was strengthened to ensure greater accountability for student achievement outcomes and next steps. Previously achievement data was not used to assist departments to make informed decisions on courses, course content and assessments. Departments now undertake better analysis through identifying highlights as well as lowlights in the courses offered with student achievement and success being the priority.

Ensure all internal entries are withdrawn if a result is not recorded The school should ensure that there is a result reported for all entries by their 1 December final data submission. Where there is no result because the student has not had an adequate assessment opportunity, the entry should be withdrawn. In 2020, no result was reported for more than five percent of internally assessed standards. This provides an inaccurate view of possible student achievement if tracking of progress includes these entries for which no results are ultimately reported.

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 that all internal entries reported to NZQA have a result or are withdrawn if there has not been an adequate assessment opportunity.

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))

Bay of Islands College has effective processes and procedures for:

- informing staff of updates to NCEA information throughout the year through emails, pānui and staff meetings
- annually reviewing staff and student handbooks to maintain current best practice and ensure consistency of assessment processes and practice
- supporting teachers new to the school to understand school assessment procedures, and to use the student management system
- ensuring all course outlines use the same template to provide consistent assessment information for students
- students reporting on their progress towards qualifications at parent, student, teacher (PST) conferences.

Bay of Islands College assists common understanding of assessment practice by:

- holding assemblies to inform students of school assessment policies and procedures
- informing teachers about assessment best practice and providing opportunities to discuss changes
- assisting students and whānau to monitor NCEA progress through the parent portal of the student management system and encouraging students to use the NZQA Learner Login.

Improved access of information for parents and students Students and whānau now have improved access to NZQA and school assessment information, including course outlines and the student handbook through the schools updated website. The college is aware of the limited online accessibility for some whānau so provide hard copies of all NCEA information. As the first line of communication in the school, support staff are made familiar with the requirements of NCEA, assessment processes and practices to further whānau understanding. The college is now confident that they are effectively communicating and promoting the understanding of assessment to staff, students and whānau.

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.