

Managing National Assessment Report

Northland College

July 2024

FINDINGS OF THIS REVIEW

Northland College

25 July 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

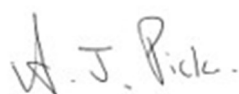
The school agreed that this action will improve the quality of their assessment systems and practice for national qualifications. It is:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure data is accurate to allow effective tracking and timely monitoring.	In progressive data files, and completed to meet NZQA deadlines

For consideration

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

- developing a standardised reporting format for the analysis and summary of student achievement data by learning areas to the senior leaders and the Board of Trustees.



Amanda Picken
Manager
School Quality Assurance and Support

1 October 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 1 June 2022 Managing National Assessment Report The school has followed up the external review recommendations and findings from the previous review, and resolved the significant issues identified.

Special assessment provision is now well supported. Northland College has a school-wide approach to identify and assess students to support applications for entitlement to special assessment conditions. Use of school-based evidence to support most applications removes financial obstacles. Kaimahi are well informed of student entitlements and appropriate assistance is provided for internal assessment, and external exams. The school's provision of Special Education entitlements removes barriers to achievement in assessment.

There were five further agreed actions in the 2022 review. Four of these actions have been addressed and the item that remains a work in progress will be resolved this year.

The school has implemented an internal moderation monitoring system and reviews the completion of action plans to address issues identified in external moderation. The Principal's Nominee evaluates the effectiveness of these changes for expected improvement in consistency outcomes. A detailed account of the school's response to address these issues is discussed in the relevant section of the report.

Kaiako support students to monitor their achievement through ongoing goal setting and discussion of their progress and suitable pathways. Students are encouraged to access the Student Management System portal, and their MyNZQA Learner login for which the rates have doubled between 2021 and 2023. Students interviewed for the review confirmed the school's approach.

The school's resolution of the action item to remove students' entries from standards in the Student Management System for which no assessment opportunity has been offered is ongoing. The school has identified that the majority of the entries without a result are through kaiako entering all students in the class in a standard, though the intention was only to assess a small number of these students. The Principal's Nominee will use the *Counts by Subject or Course Report* on the NZQA website alongside the functions available on the Student Management System to identify and support kaiako to manage their markbooks to resolve entries without result before the 1 December deadline. This will ensure that student assessment records are accurate and improve tracking of progress by only including those entries for which a result will ultimately be reported.

External moderation response to outcomes and processes The school's response to external moderation is effective, supporting the credibility of results reported to NZQA. When assessor judgements are inconsistent with the standard, the Head of Learning Area or Department reviews the moderator's feedback, and actions the required change to resolve the issue identified. Senior leaders provide professional support, as needed.

The Principal's Nominee monitors the completion of actions taken to address inconsistencies and evaluates the impact of changes for trends and overall

improvement in subjects. From 2021 to 2023 there was a year on year improvement in external moderation outcomes, reflecting the school's effective response practices.

The school should encourage kaiako to use the function in the moderation application to query and appeal reports where they feel they would like further clarification or feedback. This feedback would support any action required on the part of the assessing kaiako. Other support available includes the subject learning modules on Pūtake, NZQA's Learning Management System, to help kaiako improve their understanding of the requirements of the standards. The Assessor Practice Tool is also available to check the accuracy of assessor judgements. Accessing additional assistance is particularly relevant to supporting kaiako understanding and building confidence in assessing the new Level 1 standards.

External moderation outcomes indicate the robustness of internal moderation processes previously undertaken and improvement in responding to external moderation feedback. As discussed in the Internal Moderation section of this report, the school's focus has been on strengthening internal moderation processes and effective monitoring to further support kaiako to make assessment judgements consistent with the standard.

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)

Northland College's self-review focuses on a school-wide commitment to respond to students' individual needs to empower them to succeed and support their achievement. The school continues to refine their approach and use innovation to strengthen student engagement, programme pathways, and credible assessment. Data analysis, and student, staff and whānau voice are used to inform changes, including through well-supported surveys, to evaluate the outcomes of changes and inform strategic direction.

To support continuous improvement in teaching and assessment practice to raise student achievement, the school has engaged with an external facilitator. School-wide student achievement is discussed twice a term at kaimahi hui. The Principal's Nominee visits a range of schools each year to view best practice and kaimahi engage with external colleagues. The school's collaborative self-review is integral to improvements in student engagement in teaching and learning programmes and achievement in qualifications.

Building assessment leadership, ownership and capability The Principal's Nominee, new to the role this year, is committed to school-wide understanding, consistency, and ownership of NCEA processes. She effectively leads changes to assessment and quality assurance processes and resolves issues to improve current practices. The Principal's Nominee is well supported in her role by senior leaders, and kaiako.

To ensure best assessment practice, clarify changes of procedures and to provide clear expectations, and support where needed the Principal's Nominee has introduced a weekly meeting with each Head of Learning Area. These meetings involve acknowledging assessment capability strengths and collaboratively reviewing student's progress, checks on curriculum and assessment delivery, monitoring internal moderation and external moderation follow-up, and planning for upcoming kaupapa such as quality assurance of derived grades.

Changes in teaching and pastoral structures to enhance student achievement

The school has recently changed the structure of the day and the delivery of teaching, to improve student achievement through enhanced engagement. The school identified that students did not manage multiple transitions between classes well and have organised the day into three extended teaching blocks, which also increased subject learning time.

For the past two years the academic year has been organised into two semesters, to enable the school to offer a greater subject choice for students. Students study three subjects each semester, offering around ten credits in a subject, with a consequential focus on quality teaching and a reduction in the number of assessments. Programme pathways for those students seeking University Entrance are carefully managed. Some full year and compulsory courses remain. The school's recognition of the overlap of learning and assessment in some subjects has led to purposefully establishing integrated courses, enabling more than one standard to be assessed by the same content. English will be reintroduced as a compulsory semester next year, to focus on students' literacy development. The school will run two week-long wānanga at the marae in Term IV focused on targeted literacy teaching and learning. These approaches aim to develop the literacy competencies of students, and also support the attainment of the co-requisite requirement of the changed qualification.

Whānau time, held three times a week, provides the opportunity to address individual and group student learning and assessment needs. This includes targeted instruction by kaiako to strengthen literacy and numeracy skills, goal setting and pathway planning and for seniors to complete a unit standard course of study or work independently on their assignments. Whānau time promotes positive relationships between students and their kaiako, and supports tuakana – teina, further fostering engagement which is integral to student achievement success.

One-on-one academic counselling occurs each term, where kaiārahi discuss progress towards personal and academic goals with students. During the NZQA examination period many students remain at school for further teaching, learning and assessment and kaiako are available for those students on study leave sitting examinations, to support qualification attainment.

Wānanga Wednesdays were also introduced in 2024 providing an after school opportunity for students to receive individualised support with their learning and time to complete assessments. As the uptake has been relatively low, the school has surveyed students and changes to the day will be trialled based on this feedback.

Readiness for NCEA Change Programme Kaiako are undertaking considerable professional learning and taking full advantage of the resources available to unpack the new Level 1 standards and assessment modes. This was evident in the Heads of Learning Areas interviewed for the review.

The school first engaged in digital end-of-year exams in 2023 and the Literacy and Numeracy Common Assessment Activities. The school is mindful of entering only those students who have a fair chance of success in the Common Assessment Activities. This year students are entered in digital examinations where they are offered.

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)

Clear communication enhances school-wide understanding of assessment practice The school effectively communicates assessment information, to ensure consistency and understanding of assessment practice and the NCEA model. The Principal's Nominee promotes responsibility for credible assessment practice across all levels of the school.

The Principal's Nominee regularly communicates school assessment policy and NZQA processes to teachers at individual and group Heads of Learning Area meetings. Assessment best practice is developed through discussion at Head of Learning Areas meetings who then lead discussion with their kaiako, for example the requirements for resubmission.

An example of effective communication to support understanding of and consistent NCEA practice is the staff and student handbooks. The Principal's Nominee has updated and digitalised assessment communications to ensure documentation is current and fit for purpose. The staff and student handbooks are user-friendly, concise, coherent and accessible documents, covering key information. Clear direction of best practice is outlined in the staff handbook, such as strategies to support authenticity, including the use of artificial intelligence. Having comprehensive material kaiako can refer to themselves helps build ownership and capability of assessment practice and consistent application of assessment policies and NZQA requirements. Students are informed of their rights and responsibilities through their handbook and conversations with kaimahi.

An assessment calendar will be reintroduced this semester to heighten senior students and their whānau awareness of assessment dates, to enable students to better manage workloads.

Kaiako appreciate the knowledge of the Principal's Nominee and her willingness to answer questions and guide staff. Students interviewed clearly articulated the school assessment practices and NCEA procedures, and what is needed to gain a qualification. They understand school processes such as resubmission, authenticity, appeals, moderation, and derived grades. Students acknowledged the support provided from their kaiako and senior leaders, which enabled them to demonstrate their best achievement. This collective approach shows communications and support of students is effective.

Improve data management to support student tracking and monitoring The school's management of student entries needs improving to better support the tracking and monitoring of student progress and to meet NZQA expectations. Data accuracy checks need strengthening in the areas of entries into internal standards and external examinations, and reporting derived grades, prior to NZQA deadlines. The *Key Indicators* and the Student Management System reporting functions will help identify discrepancies. Having accurate entries will allow the school to determine if a student is entered into sufficient standards to gain a qualification or endorsement, to effectively monitor students' achievement in the standards, identify any missing results from assessed standards and ensure derived grades are readily available to access if external assessment opportunities are disrupted.

Consistency in school-wide analysis of student achievement data Currently Heads of Learning Area largely follow their own lead in interrogating student results,

reflecting on progress against departmental goals and identifying changes to improve student achievement. The school has identified the next step is to report a subject analysis of NCEA data using a consistent format, for senior leaders and the Board of Trustees. An agreed reporting format would complement the comprehensive monitoring undertaken of student progress towards gaining literacy and numeracy, NCEA qualifications and the award of University Entrance. This uniform approach would better enable identification of good teaching and assessment practice and strategies for achievement across the school, to capitalise further on sharing best practice and addressing identified issues.

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)

Strengthened processes and monitoring of internal moderation Northland College has improved their moderation processes. The school effectively quality assures tasks and assessor grade judgements and has strengthened their internal moderation monitoring system. This approach provides the Senior Leadership Team with confidence that issues will be identified and resolved, enabling credible results to be reported to NZQA.

Heads of Learning Areas interviewed outlined the completion of steps for internal moderation for those departments they are responsible for. Physical copies of the *Internal Moderation Cover Sheet* and student work are stored with Senior Leadership. This helps ensure work is available should the kaimahi member leave the school. Electronic copies of assessment materials including links to student work are stored on a shared drive.

Internal moderation processes have recently been made more accessible to teachers and senior leaders using their Student Management System internal moderation tool. This allows kaiako to document each internal moderation stage and record verifier comments. The reviewer sighted evidence of completed internal moderation.

The Principal's Nominee monitors internal moderation before results are reported. She has visibility of each stage and the timeliness of quality assurance processes. This allows more effective monitoring of internal moderation for each standard. The Principal's Nominee intends the use of the new tool to be universal by the end of the year. She works collaboratively with Heads of Learning Areas, sharing ownership for consistent and effective internal moderation, clarifying understanding to ensure kaimahi can confidently meet expectations, and providing support where necessary.

Single subject kaiako extensively network with other subject specialists from outside the school to verify the grades awarded. These relationships are valued for their professional learning. It is recommended practice to share the moderation outcomes with external verifiers, to improve grade decision-making for both kaiako.

The Principal's Nominee will continue to promote the strategic selection of samples of student work for verification, for each kaiako assessing a standard. The selection should focus on the experience of the kaiako with the standard and be sufficient in number to confirm the consistency of assessor grade decisions while also providing benchmark samples for future reference. Student work should be purposefully selected at grade boundaries and work that requires review. Using these methods will help ensure verification is providing the most beneficial feedback for kaiako, thereby supporting future assessor judgements.

Kaiako assessing Workforce Development Council standards follow the moderation requirements of these standard-setting bodies.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Northland 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 kaiako are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing expanding 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.

Northland 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

Northland 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.

Northland 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

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

Northland 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 kaiako checks of entries and results at key times during the year
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Northland 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 kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- acknowledging and rewarding students' effort and celebrating their success.

Northland 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 Northland 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
- *Northland College Staff Assessment Procedures Handbook 2024*
- *Northland College Senior Student NCEA Handbook 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning Area for:
 - English
 - Health and Physical Education
 - Mathematics
 - Science
 - Social Sciences
 - Te Puna Māori
 - Trades and Services
- three students.

There was a report-back session with the Tumuaki 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.