Managing National Assessment Report

Onslow College

June 2023

FINDINGS OF THIS REVIEW

Onslow College

29 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.

As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within four 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

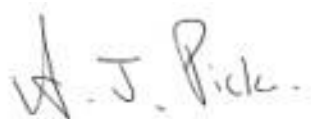### For consideration

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

- developing a centralised process for documenting extensions to student assessment deadlines.

No action required

The school has no action items relating to the quality of its assessment systems.

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24 July 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 27 July 2018 Managing National Assessment Report
There were no action items identified from the 2018 review.

Quality assurance check of the examination centre   The 2022 Quality Assurance check of the examination centre, identified changes that would improve the security of stored exam papers and improve the efficiency of calculator checks.

External moderation response to outcomes and processes   Onslow College has developed a new external moderation review process in response to a slowly declining agreement rate over the last few years. Where report outcomes are inconsistent, Learning Area Leaders respond to the report, review their current practices and plan how they will address any concerns. An action plan is then created with clear responsibilities and deadlines. This process is documented and monitored by the Principal's Nominee, with outcomes evaluated for expected improvement.

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)

Onslow College is committed to providing equitable outcomes to meet the diverse needs of its students and improving opportunities for all students to experience academic success. This is aligned to the school's improvement evaluation approach supported by the Education Review Office, in collaboration with the community. Senior leaders have identified and responded to a recent increase in student disengagement by focusing on providing inclusive teaching and assessment opportunities.

Curriculum development focus on equity   In partnership with Te Ātiawa Taranaki Whānui, Onslow College has a strategic goal of Biculturalism to support its quest for equity. Its five whāinga place ākonga Māori at the centre of all decision-making and action. Senior staff acknowledge that there have been longstanding challenges around Māori achievement which require ongoing attention and are actively seeking Māori involvement from both ākonga and the community in decision-making processes.

Universal Design for Learning principles improve student success   Staff are increasingly using Universal Design for Learning and assessment and embedding mātauranga Māori in their teaching and learning programmes. This has provided students with choices of context and improved student agency. Consequently, in Year 11 Science for example, Māori students gained an average of 13 credits in 2022 compared to 4 credits in the past and Pākehā improved their average from 8 to 14 credits in 2022. The rate of Māori students achieving NCEA Level One and Level Two also improved between 2021 and 2022.

Streaming and senior course pre-requisites have been removed. The focus has moved to providing greater time equity for curriculum areas at Year 9, including compulsory Te Reo Māori, Literacy and Numeracy. Year 9 students remain in their Ako class for 23 of their 25 weekly spells, with the aim of providing them with a more settled learning environment. The school also intends making Te Reo Māori, Literacy and Numeracy compulsory at Year 10 next year. These initiatives should prepare Onslow students well for the revised NCEA qualification.

Support for students with priority needs   The school has created a transition space, Tauwhirowhiro for students who struggle to engage fully with school, particularly after the disruptions of COVID-19. Tauwhirowhiro has proven to be popular with both staff and students as students have an Individual Learning Plan which allows them to work either in the classroom or in the smaller supported Tauwhirowhiro environment, where the teacher: student ratio is one to eight. It also provides a portal into Onslow College for neuro-diverse students and students working with the Central Regional Health School. Due to the success of Tauwhirowhiro in catering to a student's individual learning needs, the school is considering developing a similar model to cater for students with behavioural needs.

Data gathering and reporting improved   A more robust reporting system has been introduced to improve student tracking and to inform meaningful learning conversations. Senior leaders are conscious that their annual NCEA achievement results have been variable over the last few years and in response, have reviewed their reporting procedures.

Progress reports are now published six times a year, focusing on the school values, academic achievement, and progress indicators. A whānau conference follows the publication of these reports each term. Students and their whānau can also track attendance data and academic progress through live results on the School Bridge application and dashboard. Staff and whānau report that student engagement in their NCEA programmes has improved with the visibility of academic data. It has also led to a decrease in the number of students who have not submitted work.

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.)

Staff enabled to analyse data more effectively   Learning Area Leaders are analysing their NCEA data in greater detail. With the use of a new spreadsheet template, they are getting further insight into grades, including identifying where students were marked as Absent or Standard Not Attempted. This data provides a starting point for inquiry and reflection into assessment practices. It forms the basis of Learning Areas' Self-Reviews and their reports to the School Board. As a result of these reviews, some staff have changed the structure of their courses to better meet student needs.

Students are expected to submit work for assessment when they have had an adequate opportunity to be assessed for an internal standard and their results are reported to NZQA. Staff have become more conscious about assessing students when they are ready, and interviewed students expressed their appreciation for their teachers' consideration when extending assessment deadlines. It may be worthwhile

for the school to develop a centralised process for documenting these extensions to deadlines for student tracking and quality assurance purposes.

Clear communication available   The school's focus on effective communication of assessment information has ensured consistency and understanding of assessment practices. The Principal's Nominee leads NCEA assessment practice and promotes school-wide consistency and ownership. He has reviewed and updated policies, processes and handbooks in the last fifteen months. All documents are available online and meet NZQA's requirements.

Staff interviewed are familiar with and supportive of these developments as it has led to greater consistency in assessment practices across the school. Interviewed students also talked confidently about NCEA and school procedures, indicating the efficacy of the school's range of communication channels. References to Learning Recognition Credits should be removed from handbooks as the Ministry of Education and NZQA notified schools in March that these would not be available in 2023.

Robust data management practices   Achievement data is transferred to NZQA in an accurate and timely manner. The school has a range of methods to ensure the correct reporting of results. This includes senior students signing off their internal standards' results prior to sitting their external standard examinations. Before November last year, over 75 percent had logged into their NZQA accounts to check their entries and results, and progress towards qualifications.

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.)

Effective processes to monitor internal moderation   Robust internal moderation monitoring processes help to ensure all results reported to NZQA are quality assured. Each standard is reviewed alongside clarifications, moderator reports, conditions of assessment and exemplars prior to publishing results.

Learning Area Leaders and the Principal's Nominee monitor internal moderation processes for completion and effectiveness. Monitoring includes checks of the internal moderation coversheet and teachers' strategic selection of student work for grade verification, and the quality of verifier judgement statements. Senior leadership can be confident that internal moderation procedures carried out in all departments are complete, and results reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

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

Onslow College has effective processes and procedures for:

- 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Onslow 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.

Onslow 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

Onslow 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

- reporting to the Principal and School Board an annual analysis of NCEA achievement to inform strategic goals and actions.

Onslow 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 whānau about assessment

Onslow 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.

Onslow 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 Onslow 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
- *Onslow College Assessment Handbook: Policy & Procedures, Updated 2022* (Staff Handbook)
- *Onslow College Assessment Handbook: Student Assessment Guide, Updated 2023* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Learning Area Leaders for:
    - English
    - Health/ Physical Education
    - Mathematics
    - Science
    - Technology
- three students.

There was a report-back session with the Principal's Nominee and his colleagues in the Senior Leadership Team 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.