

Managing National Assessment Report

Renew School

July 2022

FINDINGS OF THIS REVIEW

Renew School

27 July 2022

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 2021*.

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 2021.

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 |
|--|---------------|
| External and internal review | |
| Monitor the outcomes of external moderation action plans to ensure issues raised by NZQA moderators have been effectively addressed. | Immediate |
| Credible assessment practice to meet student needs | |
| Use data to effectively inform the monitoring and tracking of student progress. | Start of 2023 |

For consideration

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

- supporting students to identify pathways that meet their needs and reflect their aspirations.
- adding more information to course outlines, such as literacy and numeracy and University Entrance.



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26 September 2022

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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 14 September 2017 Managing National Assessment Report

Renew School has addressed the action items from this Managing National Assessment report by reviewing the information contained in the staff and student NQF and NCEA handbooks. The information given to teachers regarding missed and late assessments and management of resubmissions meets NZQA's expectations and ensures students are treated fairly and consistently. The student handbook now uses suitable language and covers the key processes.

External moderation processes and response to outcomes

The Principal's Nominee follows up on every moderation report with the learning areas concerned, requiring an action plan to be completed if the external moderation feedback identified any issues with assessor judgements. The next step is to check that the actions taken have effectively addressed the issues identified, especially for the learning areas receiving 'Not Yet consistent' outcomes for three years in a row. These learning areas need more support in making assessor judgements at the standard. The verifiers used for internal moderation could also be reviewed to ensure they are able to give meaningful guidance at grade boundaries. This is mentioned elsewhere in this report.

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)

With a new Principal at the time of this review, Renew School is yet to fully determine its review priorities. The Principal intends to look at the original foundation and vision of the school, to develop a strategic plan to ensure these are realised and the special character of the school remains at the forefront. This strategic direction will inform the focus for review.

The Principal expects the school will extend what it can offer students by engaging with other external providers, such as FarNet, to further support student pathways and aspirations. This may see a greater focus on the visual arts and STEM, both areas of growing interest in the student body.

The school has made a change this year to due dates for internal assessments, negotiating these with students once the teaching and learning has been completed as a response to improving student agency and their wellbeing. This change was informed by research around how to lessen the impact of failure, helping students to make progress and gain success and build their skills over time without the pressure of hard and fast deadlines. Teachers feel this has helped students monitor their own progress and manage their time more effectively, reducing the need for students to apply for extensions to assessment deadlines. The next step will be to review this

change, consulting students and teachers to develop a consistent school-wide approach.

Credible assessment practice to meet student needs

Evidence of 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)

Increasing engagement with digital examinations The school is engaging with digital examinations, including digital practice examinations, increasing its uptake for these each year as students and teachers gain confidence using the NZQA Assessment Master platform for assessment. The Principal's Nominees' leadership and support with this is appreciated by the teachers involved. The students spoken to preferred to complete their examinations digitally and it is great to see the school meeting student need.

High levels of support of students eligible for special assessment conditions Students identified as benefitting from special assessment conditions are well supported in internal and external assessments to ensure they are able to produce their best work. The school gathers school-based evidence to support these applications and staff are well-informed of student entitlements. Many of these students are able to engage with digital examinations or have computer use for their assessments and this has eased the pressure of finding readers and /or writers to support them.

Updating course outlines The Principal's Nominee agreed that having a standard template for course outlines, which included information about the standards that count towards literacy and numeracy and if a course meets the criteria for an approved subject for University Entrance, would be useful. Students would then have consistent information for each subject they choose to study, helping them to track their progress towards their qualifications. Having this information available at subject selection time would also be beneficial.

Develop student pathway planning The school should consider investigating ways to include pathway planning into school programmes to ensure students are making subject choices that relate to their future aspirations. At present, this is informal and relies on students seeking information independently. Students need opportunities to explore career options and guidance on programme planning to support their goals.

Strengthen processes to track student progress The school needs to improve their tracking of students by focusing on specific indicators, such as literacy and numeracy, number of credits gained for each NCEA qualification and meeting University Entrance requirements. This will help identify students who may need targeted support. The Deputy Principal – Secondary is responsible for tracking student progress, discussing students of interest in staff meetings where teachers are able to share their first-hand knowledge of the students' performance in class and in assessments. Without some specific focus areas, with supporting data analysis, it would be very easy to miss students who may need extra support to gain qualifications.

Improve communication of key assessment information to students Renew School needs to support students to become familiar with the contents of the *NQF*

and NCEA Student Handbook. The students spoken to were aware of a student handbook but not the content it contained, relying on subject teachers to emphasise what is expected. They were also hesitant about what was required to gain an NCEA qualification, especially when it related to Level 3 and University Entrance.

The school could look at a forum where students are informed of the key information about NCEA and the processes and procedures they must follow to ensure all assessment is credible, reliable and authentic. This will keep this information fresh and relevant for all students doing NCEA assessments. Adding the student handbook to the website is also a way students and whānau can easily access this information.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Effective processes for monitoring internal moderation The Principal's Nominee has robust systems for monitoring all parts of the internal moderation process. Teachers are responsible for recording the completion of all the quality assurance requirements contained on the Internal Moderation Result sheet, including documenting the discussions they have with verifiers about the reasons for an assessment decision. These are stored digitally and shared with the Principal's Nominee when the process is completed. Only then does he enter students into standards, including results, on the Student Management System, ready to be sent to NZQA.

Verification of student work for moderation A review of the verifiers used for internal moderation would be beneficial. In learning areas where external moderation outcomes are 'Not Yet Consistent' and 'Not Consistent' it can be inferred that these verifiers are also not consistently assessing to the standard. Changing verifiers may help to rectify this, better informing assessor judgements and improving external moderation outcomes. Teachers should also be directed to the assessor support available on Pūtake, best practice workshops and engage with their subject associations for more support.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Renew School has effective processes and procedures for meeting the assessment needs of their students / ākonga by:

- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

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

Effective internal and external moderation to assure assessment quality

Renew School 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 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.

Renew School has effective processes and procedures for managing external moderation by:

- selecting sufficient samples of student work to NZQA requirements.

Effective management and use of assessment-related data

Renew School effectively uses assessment-related data to support achievement outcomes for students by:

- 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.

Renew School 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

Renew School has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Renew School assists common understanding of assessment practice by:

- 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 Renew School:

- 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 2021* (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 2022* (Assessment Rules).

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
- *NQF and NCEA Assessment Procedures for Staff, Renew School NZ 2022* (Staff Handbook)
- *NQF and NCEA Assessment Procedures for Students, Renew School NZ 2022* (Student Handbook)
- *Curriculum delivery policy, Renew School NZ.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Bible Studies
 - Biology and Science
 - Physical Education and Health
- Teacher in Charge of:
 - Music
- Teachers of:
 - Chinese
 - Mathematics and Science
- 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 actions required.