# Managing National Assessment Report

# Ōtorohanga College

# October 2024

# FINDINGS OF THIS REVIEW

## Ōtorohanga College

## 22-23 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 the following action will improve the quality of their assessment systems and practice for national qualifications. This is:

| Action | Timeframe |
|---|---|
| **Credible assessment practice to meet student needs** | |
| Review staff and student assessment handbooks and update them regularly | As and when required |

### For consideration

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

- using NZQA's learning management system, Pūtake, to develop assessor capability and improve assessment practice

- encouraging students to use their MyNZQA portal to check their results

W. J. Pick.

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27 November 2024

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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 25 October 2019 Managing National Assessment Report**
Required actions from this report have been addressed.

- The school has developed a comprehensive documented process for responding to external moderation and evaluating the effectiveness of actions taken as a result.
- Heads of Faculty report that teachers understand the resubmission process.
- Relevant NCEA information is communicated with students through an online power point.
- The school's staff handbook requires further updates to meet student needs, as detailed later in this report.

**External moderation response to outcomes and processes**   The school has effective processes to respond to inconsistent outcomes from external moderation, including ensuring appropriate actions are taken to address issues. Action plans are documented on an electronic form which is monitored by the Principal's Nominee, who also checks that next steps are taken and the effectiveness of interventions is evaluated. Heads of Faculty use moderation feedback to inform future assessment planning and practice. This cycle of review, response and evaluation reflects sound assessment practice building the capability and confidence of assessors.

To further support teacher capability and confidence, the school could consider encouraging staff to access the subject modules and assessor practice tools on Pūtake, NZQA's learning management system. This could be part of the wider professional learning programme the school has. Data indicates that some teachers have already accessed the material on this platform, but usage could be more widespread.

## 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)*

Ōtorohanga College reviews achievement data and assessment practice to inform future planning to best meet the needs and academic aspirations of students. Review mechanisms are in place throughout the school from the analysis of results for individual standards to the wider analysis of course results by Heads of Faculty for reporting to senior leaders and the Board of Trustees. Student voice is gathered after course completion and while this can be sporadic at times the Principal's Nominee reports that they are investigating the best and most appropriate way to include student voice in the school's overall review processes.

# 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)*

**Coherent programmes of learning and assessment**   Ōtorohanga College continues to broaden its course offerings to meet the learning, vocational and assessment needs of their diverse range of learners. Students are currently offered traditional academic courses, courses through dual enrolment with Te Aho o te Kura Pounamu, vocational learning opportunities and where appropriate, individual learning plans are negotiated with learners. Gateway and Trades Academy places are offered and are always filled quickly. The range of courses offered ensures students have a range of opportunities and pathways  that allow them to achieve their individual goals.

**Tracking student achievement**  Tracking systems used in the school provide data that allows teachers to plan targeted support for students who are at risk of not achieving the qualification. The Principal's Nominee tracks academic achievement on a spreadsheet and that information triggers discussions with teachers and Heads of Faculty as required. Where students are identified as being at risk of not completing qualification co-requisite requirements, Literacy and Numeracy Leads organise extra tutoring opportunities. Students can track their results through the school's student management system. The school should consider encouraging students to login to MyNZQA accounts to check their results are accurate. Using the NZQA portal will also allow students the option of applying for a review and/or reconsideration of external results if required and encourage more ownership of their progress towards qualifications.

**Communications about NCEA**   The school has suitable documents that outline assessment policy, rules and processes for staff and information about how to gain NCEA and the rules for students. However, a statement about breaches of the rules and the possible result of a Not Achieved grade being awarded for a proven breach needs to be added to the documents as it is not stated in any of the current communications. Students should also be aware that breaches can be reported for dedicated co-requisite standards, common assessment tasks and kete manarua.

# 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)*

**New internal moderation systems**   Heads of Faculty and teachers are now using the documentation facility of their student management system. This supports broad monitoring of each step of the internal moderation process to develop good assessment practice and accountability.

Tasks are critiqued before use to ensure students have the opportunity to achieve the range of grades available for the standard.  Marked work is moderated by internal and external verifiers and all grades and comments are recorded in the system. Final grades are recorded in the student management system but are not published to NZQA until the Principal's Nominee is satisfied that all steps in the moderation process have been completed.  Heads of Faculty take full ownership of the internal moderation process and report that robust internal moderation practice and

discussion gives them, students and senior leaders confidence that the grades teachers report are fair and credible.

The school has improved the storage of student work with a new system that requires teachers to store work digitally. This ensures that internally moderated work is available at any time should it be required for external moderation or for reference in future assessment of the standard.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Ōtorohanga 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

- 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.

**Ōtorohanga 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

**Ōtorohanga 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.

**Ōtorohanga 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

**Ōtorohanga 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.

**Ōtorohanga 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

- 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 families about assessment

**Ōtorohanga College has effective processes and procedures for:**

- 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, such as prizegiving evenings

**Ōtorohanga 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 Ōtorohanga 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 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
- *NCEA Staff Handbook Ōtorohanga College 2024*
- *Board Assessment and Curriculum Policy*
- *Understanding NCEA for students 2024*
- *Student Achievement Handbook 2024*

**The School Relationship Manager met with:**

- the Principal's Nominee/Deputy Principal Student Achievement
- Heads of Faculty/Department for:
    - Arts
    - English
    - Health & Physical Education
    - Mathematics
    - Science
    - Te Reo Māori
- 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 action required.