

Managing National Assessment Report

Putaruru College

April 2024

FINDINGS OF THIS REVIEW

Putaruru College

5 April 2024

Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

A significant issue with the school's management of national assessment was identified. The school's own review mechanisms have not been sufficient for them to identify and respond to this issue.

As a school that is not effective in an aspect of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issues that must be resolved	Timeframe
	External and internal review		
2.6iv	Comply with external moderation requirements	<p>The school is required to respond effectively to external moderation outcomes and provide support for assessors where appropriate.</p> <p>The school is required to monitor and document actions taken to address external moderation outcomes.</p>	Immediate

Action required to address significant issue

In order to address this issue, the school must:

- comply with external moderation requirements of NZQA and SSBs (CAAS *Guidelines 2.6iv*)

Actions and considerations

Agreed actions

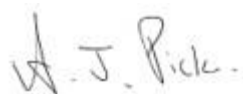
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Establish a process to ensure all results for assessments for derived grades are reported to NZQA	Before the 2024 examination period
Internal moderation to ensure the reporting of credible results	
Strengthen internal moderation monitoring	Immediate and ongoing

For consideration

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

- improving the accessibility of the student handbook



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15 May 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 12 March 2020 Managing National Assessment Report

This report outlined five action items to be addressed and more detail was provided to the Principal's Nominee during a school visit in June 2023.

Staff and student NCEA information has been updated and NZQA terminology for reassessments and further assessment opportunities has been included.

A new SENCO has been appointed, and those eligible for SAC entitlements are being monitored and identified. Further details on how the school has made this an area of focus can be found later in this report.

A quality assurance system for following up on external moderation had not been implemented to assure assessment quality within the school. Ongoing development is required to address this issue from the 2020 and 2017 Managing National Assessment reviews.

External moderation processes and response to outcomes

National external moderation assures that assessment decisions in relation to assessment standards are consistent nationally. The school must develop and sustain a procedure to respond effectively to issues raised in external moderation reports and provide support for teachers where it is needed. The procedure must include a process to document actions taken to address identified issues and to monitor and evaluate the effectiveness of actions that have been completed.

Teachers must respond to external moderation feedback when assessor judgments are not consistent with the standard and ensure that issues identified by NZQA moderators are addressed. External moderation outcomes for some subjects have been inconsistent for the past four years, and consistency levels in all but six subject areas have fluctuated. Many Not Yet Consistent or Not Consistent moderator reports include a requirement for further explanations or evidence and a need for all aspects of the standard to be covered. So previously identified issues do not re-arise, those new to the position of Learning Leader should have access to previous assessor decisions. Action plans should be developed in response to external moderation outcomes and documented with a process for monitoring and evaluating the effectiveness of the actions implemented to resolve identified issues.

The school needs to submit all materials for external moderation as requested. Submitting moderation in its entirety will allow the school and NZQA to be confident that assessor judgments are consistent with the standard and ensure that teaching staff receive feedback to identify where further training or support may be required. Assessor support for staff should include the use of Pūtake, involvement with subject associations, and seeking clarifications from external verifiers. This will assist teachers in deepening their understanding of the standard and improve the quality of assessor judgments.

The school must develop a shared understanding of the purpose of external moderation. Strengthening both internal and external moderation processes will support the credibility of assessment which will instil confidence in the quality

assurance of grades at the standard. This will also ensure moderation processes align with the expectations of senior managers.

Exam centre quality assurance check The 2023 Quality Assurance check of the Putaruru College examination centre, sent to the school, identified that the action item from 2022 had been resolved and the examination centre is now compliant. An improvement as outlined in the 2023 report requested that the Principal's Nominee devise a strategy with the Exam Centre Manager on how candidates will be managed in the event of an evacuation or lockdown, to ensure examination security is maintained.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for ongoing improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Staff complete Putaruru College's professional growth cycle which is linked to the professional teaching standards and encourages staff to reflect on their teaching, assessment, and learning goals. To further enhance this review process, staff should routinely incorporate data analysis as part of their self-review. They could consider capturing student voice and documenting both formal and informal conversations between staff, and staff and students. By documenting these interactions, the school will enable greater self-reflection and identify areas for professional development. This comprehensive approach will further strengthen the school's commitment to ongoing improvement and growth.

Since the last Managing National Assessment Review in 2020, Putaruru College has had a change in Principal, Senior Leadership team, and Principal's Nominee. Low numbers of SAC students and those being identified through school-based evidence, has led the school to include this as part of their strategic plan. The plan acknowledges the need to better support students with Special Assessment Conditions by providing clear and consistent processes and upskilling and building the capability of the learning support team.

The Principal's Nominee is committed to a consistent school-wide approach and is well supported by her line manager. She leads assessment and quality assurance processes through regular conversations with individuals and during staff meetings. However, to ensure the improvement of assessment practice in all learning areas, senior managers need to monitor the issues identified in this report and ensure they are effectively resolved by the next visit.

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)

Reporting quality assured practice external grades for use as derived grades

The school must provide quality assured grades from standard-specific evidence from practice external assessments to NZQA for use as derived grades. This will ensure that all students have access to a grade if their external examinations are disrupted. There was evidence of a documented process to record the verification or

justification process used by learning areas to quality assure grades, ensuring practice exams are based on valid and standard-specific evidence. However, derived grades have not been submitted to NZQA for the past three years, and it may be that discussion with the school management system provider is required.

Assessment information for students The student handbook effectively communicates assessment information and school procedures in clear and understandable language. This enables students and their whānau to follow school and NZQA processes correctly and the requirements needed to obtain a qualification.

During the interviews, two of the students were able to articulate the requirements for obtaining a qualification and the university prerequisites. However, they displayed some hesitation when asked about the procedures to appeal a grade or the reasons behind and steps involved when requesting a review or reconsideration of an external assessment. The third student had yet to see the student handbook and had not been privy to any NCEA conversations during whānau time.

Programme pathways responsive to student needs and promote achievement To provide relevant and engaging learning opportunities Putaruru College offers assessment programmes that develop future focused skills. Time is allocated for students to follow their interests and passions, and this supports those students for whom work experience and the Gateway programme is an option.

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)

Monitoring internal moderation Putaruru College must strengthen the monitoring of internal moderation processes to ensure all results reported to NZQA are quality assured. This is to extend good assessment practice, support staff to make correct assessor decisions, and comply with NZQA requirements.

Currently, teachers submit their Internal Moderation Cover sheets to an online folder and the Principal's Nominee informally monitors internal moderation practices with Learning Leaders. More systematic and robust monitoring of internal moderation practices would improve internal quality assurance. This would ensure good practice is extended to external moderation processes and ensure staff are confident to make correct assessment decisions.

To provide NZQA and senior management confidence that all aspects of moderation have been completed for each internally assessed standard before results are reported to NZQA. A check of each standard's Internal Moderation Cover sheet is needed to:

- ensure assessment tasks are critiqued before use to ensure they are fit for purpose, and
- ensure subject specialists have been used to verify grades awarded on a strategically selected, sufficient sample of student work.

Assessors are expected to:

- use clarification documents, exemplars, and professional learning opportunities to inform assessment judgments, and

- record verification discussions on the cover sheet
- use subject experts from outside the school as grade verifiers where a pattern of inconsistency emerges and to counteract insularity.

Annual audits of Learning Areas need to be conducted consistently, including ensuring that issues identified are followed up and resolved effectively. Where more general themes across departments arise, timely intervention across all departments can be initiated.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Putaruru 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 and extending the school's Consent to Assess if required
- 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals

Putaruru 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Putaruru 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
- documenting the completion of steps within internal moderation processes

Putaruru 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

Effective management and use of assessment-related data

Putaruru College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Putaruru 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

Putaruru College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications
- 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
- celebrating students' success.

Putaruru 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

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Putaruru 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 *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
- Putaruru College Staff NZQA procedures for Assessment
- Student NCEA booklet 2024

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Learning Leaders for:
 - Arts and Technology
 - English
 - Careers
 - Health, Physical and Outdoor Education
 - Mathematics
 - Social Sciences

three students.

There was a report-back session with the Principal, Deputy Principal, and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, and next steps, and to agree on any action required.