

Managing National Assessment Report

Ōkaihau College

July 2021

What this report is about

This report summarises NZQA's review of how effectively Ōkaihou 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2021* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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 Booklet 2021 (Staff handbook)*
- *Ōkaihau College Student Assessment and Achievement Guidelines*
- *NQF Assessment supplement for staff 2018*
- *NZQA staff handbook 2018*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English
 - Health and Physical Education
 - Mathematics
 - POD (project-based learning)
 - Social Sciences
- Teacher in Charge of:
 - Chemistry
- three students.

There was a report-back session with the Principal, Principal's Nominee/Deputy Principal and two Senior Leaders 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.

SUMMARY

Ōkaihau College

8 July 2021

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

At NZQA's request in response to the restrictions of Covid-19 in 2020, and with the school's agreement, this review was rescheduled from 2019.

What the school is doing well

Ōkaihau College has a new leadership team that has reviewed a number of assessment practices. The effectiveness of changes made are not yet evident as the capability of teachers to implement them is developing.

The school is focusing on meeting individual learning needs by developing relevant pathways for student learning and assessment. For example, the introduction of project-based learning plan (POD) has enabled students to follow interests, abilities and aspirations within the context of their passion through individualised academic or vocational courses.

Staff demonstrated a clear understanding of internal moderation processes including strategic selection of student work for grade verification. Action plans are developed by the Head of Department in consultation with the Principal's Nominee in response to issues identified in external moderation and completion is monitored by the Heads of Department and the Principal's Nominee.

Comprehensive data analysis by the Heads of Department's is effectively used to inform learning and assessment planning. Departments evaluate achievement standard by standard, using this information to reflect on course design. Senior management see this data analysis as a priority to inform which standards to offer in the future and to provide professional development to teachers they may need to upskill in teaching and assessment practice.

Areas for improvement

Consistent decisions on extensions, missed and late work timeframes would be fairer for students and support teachers to ensure the credibility of assessment.

The school should ensure teachers follow the external moderation requirements of standard setting bodies other than NZQA.

Continue to review and update to the school's communication to make it more accessible and fit for purpose.

Some other steps for the school to consider are detailed in the body of the report.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are:

- ensure consistent assessment practice when managing extensions and missed and late assessment
- ensure teachers follow the external moderation requirements of standard setting bodies other than NZQA.

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12 August 2021

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 13 October 2016 Managing National Assessment Report

Ōkaihau College has addressed the issues identified in the last Managing Assessment review. They have:

- updated the selection of student work for external moderation to ensure that it meets NZQA's requirements
- reviewed the tracking of student progress towards NCEA Level 1 attainment
- put checks in place to ensure entries are withdrawn for students unable to complete an assessment for reasons beyond their control.

Response to external moderation outcomes Ōkaihau College has effective processes for responding to external moderation outcomes. The Principal's Nominee monitors all external moderation reports from NZQA and meets with the Head of Department to discuss the report and an agreed action is decided upon if required. The plan could include further professional learning, networking with new verifiers and working with subject associations to help address the issue where appropriate and check to ensure that the actions have effectively resolved the issue.

Staff value external moderation feedback to improve their understanding of standards and assessment tasks. In larger departments the report findings are discussed and used for departmental professional learning, alongside the suggested actions to be taken.

Internal review

Evidence for 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)

Ōkaihau College has a new senior leadership team which is focusing on the internal review of assessment practice to improve student achievement outcomes, and quality assurance systems.

A major area of review has been Māori achievement outcomes. The community and students were consulted to inform the development plan. Findings showed the desire for Māori to be able to achieve outcomes equal to or better than other groups. The school acknowledges that Māori need to achieve as Māori and that in achieving this, the importance of Te Tiriti o Waitangi, Tikanga and Te Reo Māori must be emphasised. Actions arising from this review have been implemented this year. The leadership team indicated that they expect it will take time for the positive outcomes from this journey to be realised.

Strategies include:

- the appointment of Te Ao Māori Deputy Principal to:

- collaborate with staff to support and build relationships with students and whānau
- develop whanaungatanga within the school
- liaise with and work alongside whānau to build trust and increase engagement of whānau and students
- develop Tikanga, Te Reo and cultural awareness within the school
- an Ako position whose priority is to implement a culturally responsive pedagogy to boost achievement outcomes for Māori students.

Other areas that have recently been reviewed and where changes have been implemented include:

- more in depth analysis of data in reporting on student outcomes to senior management and the Board of Trustees
- improvement to the processes for monitoring internal and external moderation
- informing course design to meet the needs of all students

Effective leadership and self-review is developing teacher capability throughout the school to inform change that supports student learning, assessment needs and to improve the schools capability to deliver NCEA.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for 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)

Ōkaihau College has effective processes and procedures for meeting the assessment needs of their students by:

- identifying and supporting students requiring Special Assessment Conditions and making applications as required
- assessing students when they are ready where appropriate, using flexible timeframes
- running off timetable courses to allow programmes such as Māori Performing Arts to run.

Ōkaihau College has effective processes and procedures for:

- managing resubmission and further assessment opportunities
- using a range of strategies to ensure that student work is authentic
- ensuring valid, verifiable and standard specific evidence for derived grades
- meeting the requirements of the *Privacy Act 2020* by ensuring student results remain private and permission is sought to use or share student work.

Differentiating and individualising assessment programmes Ōkaihau College has reviewed their course design to best meet student learning needs, career aspirations and interests. The college has implemented a number of strategies to provide differentiation and individualisation of assessment programmes for their students. Some examples of this are the introduction of POD, a personalised learning environment which allows students at year 11 and 12 the flexibility to choose what they would like to learn and developing an appropriate assessment programme to match this. The school has also looked carefully at their multi-level classes and in some areas have condensed the topics to maximise learning. Another initiative is to provide students with the opportunity to design an individual assessment programme by selecting from a menu of standards. The school would expect that the evaluation of these changes will increase student engagement and achievement.

Consistent decision-making when managing assessment deadlines is needed

The school needs to document and clarify with Heads of Department the expectations for managing assessment deadlines. The school recognises that consistent practice is fair for students, helps teachers manage difficult situations and enhances credible assessment practice. Students interviewed for this review reported that a number of teachers are inconsistent in the management of extensions and missed and late assessment.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure consistent assessment practice school-wide when managing extensions and missed and late assessment.

How effectively does the school's internal and external moderation assure assessment quality?

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

Ōkaihau College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using suitably qualified subject specialists both within and outside the school to verify grades awarded on a purposefully selected sample of student work to ensure assessment judgements are consistent with the standard
- using the cover sheet to record all internal moderation processes, prior to reporting results to NZQA.

Ōkaihau College has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- encouraging staff to submit external moderation digitally
- ensuring samples of student work are provided by being adequately.

Monitoring internal moderation processes The school has reviewed their internal moderation processes so that results reported are credible. Heads of Department track and monitor each assessed standard to ensure critiquing of tasks and grade verification are completed, and results are reported in a timely way. The Principal's Nominee has introduced an annual monitoring process that reconciles the internal moderation documentation of each department with actual practice to ensure that all reported results are credible.

Developing consistent practice for external moderation The school should ensure teachers follow the external moderation requirements of standard setting bodies other than NZQA. This will provide confidence to senior leadership that quality assurance is consistent for all standards.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure teachers follow the external moderation requirements of standard setting bodies other than NZQA.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

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

- ensuring all entries are assigned to a course to enable students to gain a subject endorsement if eligible
- ensuring all external entries have an unexpected event grade reported
- celebrating student achievement through student awards and recognition.

Ōkaihu College reports accurate achievement data by:

- encouraging the use of the NZQA Learner Login and student management system to check results
- ensuring all internal entries are reported with a result or withdrawn, as appropriate
- timely reporting of results to NZQA
- having teachers confirm achievement grades and students sign off on the accuracy of all grades reported to NZQA.

Changes to data analysis to better inform planning Department annual reports to the Board of Trustees are standardised, providing an in-depth analysis at the standard level to inform future course design. The report requires a standard by standard analysis reflecting achievement outcomes in terms of ethnicity and gender. Decisions are informed by student interests, abilities, and aspirations.

Tracking of student achievement to support students to gain a qualification All staff are required to track and monitor student achievement progress within whānau groups. For students at risk, extra support is put in place, including the development of individual learning plans. This is in the early stages of implementation and the Principal's Nominee acknowledges that there are still gaps in the system, including the identification of students who may not achieve their literacy and numeracy requirements.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Ōkaihau College has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedure to staff through regular meetings, emails and pānui
- supporting teachers new to the school to understand school assessment procedures, and how to use the student management system.

Ōkaihau College assists common understanding of assessment practice by:

- holding assemblies to inform students of NZQA and school assessment procedures
- informing teachers about assessment best practice and providing opportunities to discuss changes at Heads of Department and staff meetings
- ensuring a memorandum of understanding is held for all outside providers against whose codes results are reported.

Update documentation The school has reviewed their assessment documentation and is in the process of updating their staff, student and whānau handbooks. They are reviewing communications to ensure it is current, fit for purpose and supports consistency of staff practice. This will support staff to manage quality assurance more effectively.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.