Managing National Assessment Report

Okaihau College

August 2024

FINDINGS OF THIS REVIEW

Okaihau College

14 August 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.

Actions and considerations

Agreed action

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet ākonga needs	
Ensure staff and student handbooks are current and up to date reflecting school practice	By the start of 2025

For consideration

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

- developing an induction programme for kaiako new to the school and new to assessing for the NCEA qualification

- sharing of good assessment and moderation practice between departments

- strengthening the monitoring of external moderation to ensure processes are a shared responsibility and sustainable.

Amanda Picken
Manager
School Quality Assurance and Support

24 September 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 8 July 2021 Managing National Assessment Report   The previous review identified two agreed actions which have both been resolved as follows:

- All kaiako, ākonga and whānau are now aware of the processes for managing extensions and missed and late assessments. The school has developed a form which has supported consistency of practice.

- Kaiako assessing standards through the Workforce Development Council now follow the procedures required by them for external moderation.

External moderation response to outcomes and processes   Okaihau College has effective processes in place to evaluate and monitor the outcomes of external moderation. This provides confidence to Senior Leaders that internal moderation practices are effective and that results submitted to NZQA are credible.

The Principal's Nominee closely monitors all external moderation outcomes including developing trends and any issues raised through the individual reports. The external moderation report is discussed with the Head of Learning Area and the teacher of the standard, with recommendations or actions determined, recorded and implemented. This is often done in a department meeting to allow all staff input as well as awareness of the requirements of the standard. Action plans are established as appropriate and discussed with the Principal's Nominee and issues raised are addressed. The actions are then checked for completion by the Principal's Nominee.

In order to improve professional assessment expertise, support for teachers is provided as needed and includes working with subject associations, using and discussing exemplars, attending best practice workshops and collaborating with other schools. Kaiako now have access to Pūtake and will be encouraged to use the available tools on this platform such as the assessor practice tool and subject specific courses.

The unexpected absence of key staff in 2022 resulted in poorer external moderation outcomes for that year only. As a result, the school is investigating more shared ownership of these practices, succession planning and the sustainability of their processes if key staff members are not available to do the required checks of both internal and external moderation. This is an appropriate action to take.

Exam Centre Quality Assurance Check   The 2023 Quality Assurance check of your examination centre identified two issues:

- a security issue
- starting of the examinations.

The school is taking action to resolve these issues.

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)

Self-review continues to be an embedded part of the culture at Okaihau College. Kaiako and departments see review as an essential element of personal, professional and departmental improvement. Classroom Kaiako and Heads of Learning Areas regularly review their assessment practices, and the courses of study offered. Student voice and data is used to inform course design and changes to their assessment programmes with the focus on meeting ākonga career aspirations and assessment needs. Kaiako and the Senior Leadership team continuing to work collaboratively will support the schools' goal of raising student achievement as well as providing consistency of practice with credible assessment and quality assurance. The school is now encouraged to continue with their collaborative journey and invite kaiako to share their ideas and examples of good practice discussed during this review. Examples of this are the authenticity guide for kaiako and ākonga as well as the pre-moderation check list developed and used by one department.

Māori ākonga achievement a priority   Okaihau College has made achievement of Māori ākonga a priority over the last three years. The school will continue to monitor its achievement data to evaluate the progress of Māori ākonga and make recommendations and adjustments as required. The Tumuaki and new Principal's Nominee are well aware of the disparity in achievement between Māori and other ākonga in the school and between their school and other schools in the same equity band and are working to improve this now the foundation work has been done. The partnership between school, whānau, ākonga and the community are seen as key to the success of Māori students at Okaihau College. The school has completed foundational groundwork looking at what the ākonga and whānau want and how to support ākonga on their career pathway. Some of the initiatives have included making Te Ao Māori more visible across the school, introducing Te Ao Haka as an academic pathway, making the space more welcoming for whānau as well as going out to the community, consulting with local iwi and hapū.

Tracking and Monitoring of Ākonga achievement   There is now comprehensive tracking and monitoring of all ākonga. The school has recently introduced a traffic light system to help inform all stake holders of the achievement of ākonga. The Principal's Nominee regularly checks on the progress of all ākonga to determine those who will possibly not meet their assessment goals. Colours are allocated by subject teachers. For those ākonga at high risk of not meeting their qualification goals, whānau will be contacted and visited by the Principal or the Principal's Nominee. For those with a lower but still significant risk of not meeting qualification goals, the Pou Herenga (Dean) will meet with the whānau. For both of these groups the aim is to support ākonga with strategies to improve engagement and achievement.

The tracking and monitoring of ākonga through the traffic light system has enabled the school to work alongside whānau to develop learning pathways for their Tamariki. Results in the 2024 data shows improved outcomes, and the school believes that this is due to ākonga knowing they are being closely monitored and that whānau will become involved if they are not performing as expected.

Development of Literacy and Numeracy pathways for all ākonga Data from the recent NCEA co-requisite Common Assessment Activities has led to a review of who the school's entry cohort should be. As a result, the school enters all Year 10 ākonga and those in Year 11 who have yet to achieve the literacy and numeracy requirements for a qualification in the first assessment opportunity.

For Year 10s who didn't achieve in the first opportunity they will not be entered in the second opportunity but will receive extra targeted tuition to improve their skills with the goal of resitting in the following year. For Year 11s who didn't achieve, they will be given extra support and encouraged to do some of the tagged achievement standards. The school is also looking at enabling ākonga to use Polly text-to speech to see if this will support them to improve achievement outcomes.

Credible assessment practice to meet ākonga 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)

Providing opportunities for digital assessments including exams The school continues to provide a number of opportunities to ensure its ākonga are well-prepared for the digital first approach to assessment. Opportunities for students to be engaged in digital assessments include digital external examinations and internal assessments which are completed digitally as appropriate. Ākonga at Year 11 and 12 spoke about having every opportunity to engage in digital assessments for example internal assessment as well as opportunities for digital exams.

Ensure staff and student handbooks reflect current practice Guides for kaiako and ākonga should be reviewed on a regular cycle to ensure that they are fit for purpose and accurately reflect current practice. Several required updates to documentation were identified in this review, including updating of the requirements for a qualification and the school's processes for internal and external moderation. By keeping these documents current the school will strengthen the support for kaiako and ensure whānau and ākonga are up to date with the requirements of NCEA.

Introducing a staff induction programme The Principal's Nominee plans to introduce an induction programme for new teachers which would strengthen the school's assessment practice. The school regularly has kaiako new to the school or new to assessing for NCEA. An induction programme would help their understanding of standards-based assessment practice, and the quality assurance processes required. Support for teachers new to NCEA assessment can be found in the self-guided tutorial on Pūtake.

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)

Robust internal moderation processes The school effectively monitors internal moderation to ensure that all internal results reported to NZQA are credible. The sharing of good moderation practice between departments will further strengthen the school's processes. An example of this is the sharing of one departments pre

moderation tick sheet which has supported them to be ready for each internal assessment offered.

Internal moderation cover sheets are completed by kaiako for all standards where internal results are reported. These are checked for completion by Heads of Learning Areas as well as the Principal's Nominee. Samples of ākonga work selected for internal moderation are stored either in a central drive for digital assessments or in a designated place in the department for paper-based ākonga work.

Checks are made by the Principal's Nominee to ensure the process has been completed for all standards before results are reported. The school is looking at migrating all the moderation tracking and verification comments to their Student Management System which will enable senior leaders to more readily view the work of all kaiako and departments in one area and on one platform.

The selection of ākonga work for internal moderation is purposeful, strategic and focussed on grade boundaries which is consistent with NZQA's expectations. Verification is completed in a variety of ways using subject experts within and outside of the school.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Okaihau College has effective processes and procedures for meeting the assessment needs of its ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga 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 ākonga can present their best standard-specific evidence of achievement

- assessing ākonga when they are ready

- using a range of methods for collecting assessment evidence, to meet ākonga needs

- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support

- providing opportunities for digital assessment including digital exams

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

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

Okaihau College has effective processes and procedures for:

- managing missed or late assessment

- managing resubmission and further opportunities for assessment

- investigating ākonga appeals of assessment decisions

- investigating possible breaches of assessment rules

- monitoring the authenticity of ākonga work using a range of strategies

- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work

- assuring valid, verifiable and standard-specific evidence is collected for derived grades

- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Okaihau 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 ākonga 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.

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

- ensuring samples of ākonga work are available for submission by being adequately stored

- selecting sufficient samples of ākonga 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

Okaihau College effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress

- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered

- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards

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

Okaihau 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 ākonga and kaiako 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 ākonga and their whānau about assessment

Okaihau College has effective processes and procedures for:

- ensuring ākonga receive outlines for courses they undertake

- supporting ākonga to monitor their achievement

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their Tamariki NCEA goals, progress, and achievement

- celebrating ākonga success.

Okaihau College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga

- informing ākonga about suitable learning pathways

- supporting ākonga 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 Okaihau 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, ākonga 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 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
- *Okaihau College National Qualifications Framework NQF handbook 2021* (Kaiako and Ākonga Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning Areas for:
  - Arts
  - English
  - Health and Physical Education
  - Mathematics
  - Science
  - Social Sciences
  - Technology
  - Te Reo Māori
- three ākonga.

There was a report-back session with the Tumuaki 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.