

# **Managing National Assessment Report**

**Bay of Islands College**

**March 2025**

# FINDINGS OF THIS REVIEW

## Bay of Islands College

27 March 2025

### 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.

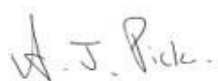
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2024.

### Actions

#### 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
<b>External and internal review</b>	
Strengthen the processes to follow up ongoing issues raised in external moderation.	Ongoing
<b>Internal moderation to ensure the reporting of credible results</b>	
Ensure all verification decisions and discussions are recorded for standards assessed in each semester.	Ongoing



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4 May 2025

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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 10 June 2021 Managing National Assessment Report**

Since the last Managing National Assessment review, the school has addressed the required action. The Principal's Nominee now ensures all internal entries reported to NZQA either have a result or are withdrawn if there has not been an adequate assessment opportunity.

**External moderation response to outcomes and processes** To ensure the integrity of their assessment, the school's response to external moderation outcomes requires strengthening. The Principal's Nominee must monitor the appropriateness of responses, including whether the actions taken have addressed the issues identified. Additionally, the Principal's Nominee and Heads of Faculty need to identify trends in subjects where moderators have noted patterns of poor consistency with the standards.

The school has significant online documentation and effective procedures for responding to external moderation reports, including moderation action plans developed over the previous years. These are readily accessible to the Principal's Nominee when required. Ongoing monitoring is necessary to address the reasons for poor consistency in some learning areas and to evaluate the effectiveness of actions taken to resolve identified issues. The evaluation should also ensure that changes made have produced the desired outcomes to improve assessor judgements. To strengthen assessment practice, subject areas should use another verifier or a subject association to critique and evaluate the actions undertaken. This will help ensure the changes become embedded.

Participating in the Review of Achievement Standards (RAS) Pilot programme has enhanced teacher confidence in making teacher judgements in some subject areas. This experience has not only improved teachers' evaluative skills but has also given them a deeper understanding of the assessment criteria. This enhanced confidence and expertise will ultimately lead to more accurate and fair assessments, benefiting both students by ensuring credible assessments and improving teachers' overall assessment practice.

For further support with assessor judgements, staff can find information in Pūtake, NZQA's learning management system. The Assessor Practice Tool also allows teachers to view completed samples of student work, grade them and receive informative feedback to facilitate teacher understanding of the standard.

### 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)*

Bay of Islands College has established a robust self-review system that is informed by and supports its vision and strategic direction. Management is continuously reviewing processes to identify further enhancement that will maximise effectiveness for the school's assessment practice.

The Board of Trustees and the school's leadership team have identified the need for more detailed analysis of each standard. This will help identify strengths and weaknesses in teaching, learning and assessment, so that next steps can be determined. Surveys completed by students for each subject area strengthen the use of data and are used to inform changes to programmes to meet their learning and assessment needs.

**Yearly curriculum reviews are formal** The Deputy Principal provides a template for each department, which they complete at the end of their self-review. The completed documents are shared in a Google folder accessible for all teachers and the Principal. The review includes individual assessment results, course overviews, and tasks. Each department reviews what worked and what did not and recommends changes for the following year. This may include adding or removing standards from the programme, changing tasks or utilising different teaching staff.

Every faculty purposely uses junior testing data and ongoing evaluation of their assessment practices through student surveys and feedback to ensure the needs of all students are met and everyone is treated fairly. The SENCO team works closely with the Head of Faculties to ensure that SAC students are catered for.

Each department and faculty follow an 18-point checklist regarding assessment practices. An internal review audit is conducted every second year, and if any aspect of the checklist is not met, an action plan is developed to address it, followed by a check. This process also provides examples of good practice for new teachers to refer to. A further step to this should be for the Head of Faculty and the Principal's Nominee to monitor more frequently the subject areas with continuous moderation issues and set goals for improvements to be made.

## **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)*

Due to the implementation of the refreshed NCEA Level 1 and the drop in achievement because of the co-requisites, the leadership team has identified literacy and numeracy as key areas for improvement. Integrated programmes will be implemented to support students in achieving success in these areas. Wananga will be held to assist students if needed. Focusing on these foundational skills will enhance students' overall academic performance and better prepare them for future educational and career opportunities.

**Programme pathways support student needs** The school provides a wide range of differentiated academic and vocational learning and assessment opportunities, tailored to meet students' aspirations, qualification needs and interests. Student tracking enables the school to align courses with the evolving attainment and qualification needs of students. Flexible assessment practice, and appropriate support and interventions engage students in learning and assessment. The school's ability to deliver alternative assessment pathways and assessing students when ready supports equity of outcomes.

Students who gain NCEA endorsements and University Entrance are acknowledged at a school assembly. This recognition has a monetary value, and the Principal refers to the school's vision statement *Aroha ki te tangata, titiro ki te taumata o te moana*. This initiative not only incentivises students to strive for higher academic

achievements but also reinforces the school's commitment to its vision of fostering a supportive and aspirational learning environment. By publicly acknowledging and rewarding success, the school's intention is to motivate students to aim higher and take pride in their accomplishments.

**Reviewing data to ensure courses meet student needs** The school uses data to review the effectiveness of its courses in meeting the needs of Māori students, especially for STEM courses. Review of the data has identified subject areas where Māori students can experience inequitable outcomes. This has provided students with the opportunity to achieve University Entrance and further their tertiary study.

The Principal's Nominee and Principal interviewed also reflected on the importance of having inclusive junior programmes and strong expert teaching in STEM to provide students with an early experience of success to continue through to senior school. Learning and assessment opportunities in STEM subjects have been made relevant to student interest and their career aspirations.

## **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)*

The school is now using Kamar for the Internal Assessment Process. Heads of Faculty monitor that each assessed standard has completed verification and is checked prior to the results being reported to NZQA. This process has highlighted areas of concern which need to be effectively addressed to improve the consistency of external moderation judgements with that of NZQA.

Grade verification needs to be strengthened in a small number of subject areas to confirm that all results awarded from assessment of standards are quality assured, to ensure reported results are credible and quality assured. Improvement in these subject areas is essential as the trends of inconsistent assessor grades with the standards identified in external moderation are ongoing. By providing targeted professional development and closer monitoring of verification practices, the school can enhance the reliability of teacher grade judgements, supporting fair and accurate student assessments. Closer monitoring by the Principal's Nominee of verification practice and the quality of verifier feedback would also support improvement in teacher grade judgements.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Bay of Islands 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
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students 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.

**Bay of Islands 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**

**Bay of Islands 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Bay of Islands 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**

**Bay of Islands 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.

**Bay of Islands 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.

## **Effective communication to inform staff, and students and their families about assessment**

**Bay of Islands College has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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 the holding of parent gatherings.

**Bay of Islands 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 Bay of Islands 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 2025*.

### 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
- *Teacher Managing National Assessment, Bay of Islands College*
- *Student Handbook, National Qualifications, Bay of Islands College*
- *Assessment Policies and Procedures, Bay of Islands College*

### **The School Relationship Manager met with:**

- Principal
- Principal's Nominee
- Heads of Faculty for:
  - Arts
  - English
  - Māori
  - Mathematics
  - Science
  - Social Sciences
  - Technology
- 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.