

# Managing National Assessment Report

## Northland College

June 2022

# FINDINGS OF THIS REVIEW

## Northland College

1 June 2022

### 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 2021*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to all these issues.

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 two years to check that these issues are being addressed.

### Significant Issues from 23 May 2018 Managing National Assessment Report

The school has addressed one of the three significant issues identified for action to improve the quality of assessment systems and practices for national qualifications.

The school has:

- established a robust cycle of self review around assessment practice

The unresolved issues are that the school:

- is not confident that all students eligible for special assessment conditions have been identified and some students approved for entitlements are not receiving appropriate support.
- has not fully addressed agreed items and issues from the previous review.

**Actions required to address significant issues** In order to address this issue, the school must:

- identify and monitor that eligible students have access to their SAC entitlement (*Assessment Rules for schools with Consent to Assess 2022, 5.4*)
- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)

## 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
<b>External and internal review</b>	
Develop a robust system to better identify students requiring special assessment conditions and provide the appropriate support.	Immediate
Monitor completion of action plans for issues identified in external moderation and evaluate for effectiveness.	Immediate on receiving external moderation outcomes
Support students to monitor their achievement	Immediate
Train staff to inform students about suitable pathways	Immediate
<b>Credible assessment practice to meet student / ākongā needs</b>	
Withdraw entries where a student has not had an adequate assessment opportunity	Internal entry checks completed prior to the last data file submission
<b>Quality assurance to ensure the reporting of credible results</b>	
Implement an internal moderation tracking and monitoring system	Immediate

### **For consideration**

To extend good practice in meeting student / ākonga needs and supporting assessment practice, the school is encouraged to consider:

- the introduction of digital assessments and examinations to support students and teachers to prepare for the digital first approach to the NCEA Change programme.



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29 July 2022

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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 23 May 2018 Managing National Assessment Report** All of the items identified for action to improve the quality of assessment systems and practices for national qualifications have been addressed.

As a consequence of effective leadership, the school has strengthened its assessment practice, the monitoring and documentation of the completion of internal moderation processes, and improved communication to maintain the credibility of the NCEA qualification. There is school-wide understanding of authenticity, students are assessed when ready, as appropriate and further assessment opportunities and resubmissions are offered in accordance with NZQA requirements. Senior leaders reviewed the student handbook which is now fit-for-purpose. *Memoranda of Understanding* are current and centrally stored. The school supports students and staff to log into their NZQA accounts, to access the relevant information.

**External moderation processes and response to outcomes** The Principal's Nominee and the Deputy Principal Curriculum need to monitor external moderation outcomes to identify trends in subjects where moderators have identified poor levels of consistency with the standard. The Principal's Nominee should provide guidance to Heads of Learning to help them to develop effective responses to outcomes from moderation reports. Teachers' understanding of the standard and confidence in making decisions at grade boundaries will improve using this approach.

The Principal's Nominee must monitor the appropriateness of these responses including that they have addressed the issue and evaluated their effectiveness over time.

## 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)*

Shared ownership of all assessment procedures and practices is evident across the school and reflects the strong assessment leadership from the Principal's Nominee supported by the senior leadership team. Recent leadership changes have enabled the college to begin to establish a culture of self-review and building teacher capability drawing on their prior knowledge and experiences.

The school is distributing leadership roles across senior staff to build staff capability. Senior management support Heads of Learning and middle managers to take a more proactive lead in the monitoring of their assessment practices and quality assurance system for their learning areas.

The Principal's Nominee has led a review of assessment practice within the college to ensure consistency of practice and procedures within all learning areas. Staff and Heads of Learning meet regularly to discuss the best way forward for the college and its students. During Covid-19 disruptions the staff were committed to ensure student learning and assessment needs were being met by changing assessment programmes, assessing students when ready and using different modes of assessment. These changes have been ongoing due to the continued disruptions experienced by the school this year

Northland College has begun a curriculum review in anticipation of the NCEA changes coming in 2024 to ensure students are prepared for the co-requisites required to gain a qualification. They are focusing on Literacy / Numeracy / Te Reo Matatini me te Pangarau for their year 11 students.

The school is strengthening the use of data to inform changes to assessment programmes to meet the learning and assessment needs of their students. Learning Areas are required to review their data to reflect on the effectiveness of their programmes and student achievement outcomes and report to the Principal on engagement, learning and assessment opportunities for their students.

The school is developing a process to enable students and their whānau to track achievement progress towards pathway attainment and qualification goals. In the past students didn't have clear visibility of their progress towards their achievement goals. With the implementation of a more targeted Whānau time, students will be supported by their Whānau teacher and Dean to regularly monitor their progress and achievement through the school portal and NZQA Learner login. Senior leadership will coach Whānau teachers to develop the skills needed to be inform students of pathways, their best course of study, scholarships and the supports available to meet individual student need.

Alongside this, the school is changing the way it reports to whānau to enable students to have agency to lead their own progress hui to further engage whānau in student achievement outcomes.

## **Credible assessment practice to meet student / ākongā needs**

*Evidence of 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)*

**Flexible programmes to meet student needs** Teachers have modified their programmes to meet the learning and assessment needs of their students. by adjusting deadlines and the way assessment evidence is gathered. The school successfully used this approach during Covid lockdowns and Covid related absences. Both staff and students spoke of the benefits of assessing when ready to provide students with the opportunity to present their best evidence.

**Providing opportunities for digital assessment, including exams** The school has many concerns regarding the implementation of digital assessment under the NCEA Change programme. Equity of student access to devices and the ability to continue online learning at home are at the forefront of the Principal's mind. Teachers are aware that very few of their students have the ability to work in an online environment outside of school. The school will initiate discussions with the community and whānau to see what can be overcome.

**Withdrawing entries if no results are reported** The school must ensure that entries are removed from a student's record of assessment if they have not had an adequate assessment opportunity. In 2021, 31 percent of entries submitted for internal standards did not have a result reported. Prior to 2021 student entries reflected their attended assessment programme.

## Quality assurance through internal moderation to ensure the reporting of credible results

*Evidence of 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)*

**Monitoring of moderation processes** Northland College is strengthening the monitoring of their internal moderation processes to ensure all results reported to NZQA have been quality assured, in line with the requirements of their consent to assess. Staff are required to store internal moderation cover sheets, student work, and assessment materials on a central digital platform. This enables Heads of Learning, the Principal's Nominee and the Deputy Principal Curriculum to monitor the completion of internal moderation processes, provide evidence that documentation is complete and grades awarded to a selection of student work for all standards have been independently verified. This will also ensure student work is available for external moderation.

To extend good practice and to support teachers to make assessor judgements at the standard the school has participated in the Tai Tokerau online workshop led by the NZQA external moderation team. NZQA's learning management system, Pūtake, has been made available to all staff through their Education Sector Login.

Staff use a variety of methods to verify grades awarded to samples of student work. Verification is undertaken by a subject expert within the school, through subject associations, or colleagues at other schools. The school sees this as valuable professional learning.



# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students / ākongā

**Northland College has effective processes and procedures for meeting the assessment needs of their students / ākongā by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā with special assessment conditions entitlements, and resourcing their support
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing [targeted] support for students / ākongā at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide [open] opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

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

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākongā have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student / ākongā privacy in the issuing of student / ākongā results.

## **Effective internal and external moderation to assure assessment quality**

### **Northland 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 / ākongā 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.

### **Northland College has effective processes and procedures for managing external moderation by:**

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā 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**

### **Northland College effectively uses assessment-related data to support achievement outcomes for students / ākongā by:**

- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

### **Northland 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 / ākongā and teacher / kaiako checks of entries and results at key times during the year
- 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 / ākongā and their families / whānau about assessment**

### **Northland 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 / ākongā receive outlines for courses they undertake
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākongā progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākongā success, [such as the holding of parent gatherings].

### **Northland College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākongā
- supporting students / ākongā 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 Northland 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 / ākonga and families / 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 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:

- 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
- *Senior Student NCEA Handbook 2022*, Northland College
- *Northland College Staff Assessment Procedures Handbook 2022*
- BOT Curriculum Assessment Policy

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning for:
  - English
  - Māori
  - Mathematics
  - Physical Education and Health
  - Science
  - Social Studies
- three students / ākonga.

There was a report-back session with the Principal / 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.