

Managing National Assessment Report

Bream Bay College

June 2021

What this report is about

This report summarises NZQA's review of how effectively Bream Bay 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
- *Senior Qualifications Student Handbook 2021*
- *Senior Qualifications Teacher Handbook 2021*
- PowerPoints used in assemblies explaining NCEA to students
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Heads of Learning areas for:
 - English
 - Mathematics
 - Music
 - Physical Education
 - Science
- Teacher in Charge of:
 - Gateway and Vocational Pathways
- four students.

There was a report-back session with the Principal, Deputy Principal - Curriculum 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.

SUMMARY

Bream Bay College

15 June 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 the request of NZQA, and with the school's agreement, this review was rescheduled from 2020 due to COVID-19 restrictions.

What the school is doing well

Bream Bay College has effective processes to support the requirements of NCEA. The Principal's Nominee monitors assessment practice for consistency and reviews policies and procedures regularly to ensure they reflect best practice for credible assessment.

The school delivers programmes of study for learning and assessment that are designed to meet a range of student abilities, aspirations and interests. The Deputy Principal tracks academic progress and monitors students at risk of not achieving qualifications, identifying students needing extra support. These students are mentored to set goals and initiatives such as subject tutorials help improve their performance.

The school makes effective use of NCEA statistical data to inform students' progress towards qualification attainment and to identify areas for improvement. Each department reflects on their assessment practice and course design, making changes to improve teaching practice and further engage students in the learning and assessment process. Evidence of student achievement is increasingly being gathered digitally.

Currently the school is embedding strategies from the 'New Pedagogies for Deep Learning' professional development that all staff have been involved in. The aim is to have an authentic, local, culturally responsive curriculum which meets the needs of their students.

Internal moderation processes are robust, with discussions occurring around grade boundaries recorded and benchmark samples retained in learning areas for future reference. Effective storage practices for student work, produced both physically and digitally, ensures student work is available for external moderation.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.



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20 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 14 September 2016 Managing National Assessment Report

Bream Bay College has addressed the four action items from their last Managing National Assessment review. External moderation outcomes are addressed, supported learning unit standards are used appropriately, missed and late assessment processes are consistent, and results are reported in a timely manner.

Response to external moderation outcomes The school has sound processes to address any issues identified by external moderation. Teachers review the feedback given and complete a 'Response to External Moderation' form. The Principal's Nominee or Leader of Curriculum monitors the actions for completion and evaluates the outcome for expected improvement.

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)

Bream Bay College has developed effective strategies to internally review its NCEA procedures, focusing on identifying what works well and what can be improved to better meet student needs. This has included learning areas reviewing their courses, tracking student progress towards qualifications and providing assessment opportunities to meet student learning journeys.

Learning areas have reduced the number of credits offered in each course, with the aim to improve student achievement by focussing on quality rather than quantity of assessment and to reduce student workload. The college utilises the flexibility of the NCEA model, offering multi-level, personalised programmes linked to desired career pathways for individual students. The school extends what it can offer by using FarNet and Te Aho o Te Kura Pounamu for distance learning.

The school has expanded the range of learning and assessment opportunities offered, to match student interest and support all students achieve the Level 2 NCEA qualification. Courses in Hospitality, Outdoor Education and Horticulture have been introduced. The school makes good use of STAR courses and Gateway to give students the opportunity to gain vocational qualifications.

Similarly, a Year 13 Vocational Pathways course has been developed in response to the need for a course to follow on from the successful introduction of Year 11 and 12 Employment Skills. This course is personalised to the career pathways of individual students.

With the introduction of BYOD, students are regularly using devices and more subject areas are assessing students digitally for internal assessments. As a result of

this, engagement in digital NCEA examinations, including practice digital examinations, is increasing.

About one third of Māori students do one or more STEM subjects in Year 13, however, they do not always achieve the same degree of success as their peers. To encourage Māori learners to engage in STEM subjects, the school is flexible with entry requirements and has been teaching Science in junior bilingual classes in their *whare wānanga* with a *te ao Māori* perspective. This will be extended into NCEA Level 1 when the new standards are introduced in 2023.

No action required

No issues with the school's response to NZQA external reviews and 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)

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

- applying for special assessment conditions using school-based evidence
- regularly reviewing course content to ensure the contexts are relevant and meeting student needs
- using academic coaching to support students to set goals based on their strengths and desired learning and assessment pathways.

Bream Bay College has effective processes and procedures for:

- investigating appeals using the principles of natural justice
- ensuring evidence for derived grades is standard-specific, valid and verifiable
- meeting the requirements of the *Privacy Act 2020* in the issuing of student results and using student work as exemplars.
- ensuring student work is authentic by knowing their students, their voice and expected level of achievement.

Number of credits offered in courses Learning areas have reduced the number of credits on offer in each course from 24-30 to 20-24 credits. However, the number of credits published in course outlines for entry into the subject at the next level could be restrictive and a barrier to student access to assessment opportunities and pathways. To help alleviate this, Heads of Learning Areas do look at individual cases before a decision about entry is made.

Consistent assessment practices identified Students felt that assessment practices were applied consistently across all subject areas. The changes to the rules for resubmission are well-understood by staff and students. Students interviewed for the review indicated they knew how to apply for an extension and to ask the Principal's Nominee if they are unsure about any assessment matters.

Extending assessment opportunities for students The school has developed a number of courses to extend the assessment opportunities for academic and vocational pathways. It uses FarNet, an online learning platform, and Te Aho o Te Kura Pounamu to offer courses that cannot be taught at the school. Trade and vocational pathways are well supported through STAR and Gateway, with work exploration available in local businesses for interested students. It is hoped commercial kitchen training and a construction academy may be options in the future.

Support for students needing special assessment conditions The school supports students to access special assessment conditions for internal and external assessments by using school-based evidence to identify students who would benefit from this support. The school uses diagnostic testing from Year 8 to help inform student needs. This removes a potential barrier as students do not need a costly external specialist report to provide the evidence needed for these applications. A

list of students and their special assessment conditions for NCEA assessments is published in the staffroom and discussed at a staff meeting at the beginning of the year. The staff can see students flagged for this on rolls in the school's Student Management System, which helps to ensure ongoing support for all assessment.

For consideration

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

- reviewing the entry requirements for subject selection to ensure they are not a barrier for students.

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)

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

- ensuring all assessment materials are critiqued prior to use
- using subject specialists both from within the school and in nearby schools to verify a purposefully selected sample of student work
- documenting conversations about grade boundary decisions for future reference
- monitoring the completion of internal moderation cover sheets before results are submitted to NZQA.

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

- selecting a random sample of student work to NZQA requirements
- ensuring physical and digital samples of student work are adequately stored and available for external moderation if required
- identifying actions required on a 'Response to External Moderation' form to improve assessor judgements and assessment quality.

Focus on reducing workload by considering sufficiency of grade verification requirements The school should consider providing staff with further guidance on sufficient grade verification by the strategic selection of student work. Learning Areas currently assure the quality of grades awarded by including work at grade boundaries when verifying assessor judgements; however, many of those interviewed verify more samples of student work than this. Although there is no fixed or predetermined number of pieces of student work that must be verified, the strategic selection of samples of work at the grade boundaries has the potential to reduce verifier workload, without compromising the quality of the assurance process.

Other factors can determine the sample size, such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and the number of students assessed. Learning Areas should consider what benefits they gain from the verification conducted in excess of this, and if it can be reduced without compromising the validity of reported results.

Review of assessments Heads of Learning Areas use the verification discussions and external moderation feedback to identify possible changes to how evidence is gathered or how the unit of work is taught, to ensure the assessment remains fit for purpose.

Use of Education Sector Login The Principal's Nominee could encourage staff to use their Education Sector Login to upload and submit external moderation material through the Moderation tool. This would reduce her workload and encourage Heads of Learning Areas to build their ownership of this process.

Teachers will also benefit from using their Education Sector Login to access Pūtake, a support platform for moderation. The familiarisation activities found here are designed to help teachers make assessor judgments, building their capacity for grade verification.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- reducing teacher workload by verifying a strategic selection of student work at grade boundaries, and including other samples of work only when appropriate
- giving staff access to the moderation tool to input their own external moderation information.

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)*

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

- identifying priority students through tracking progress, leading to interventions to improve their learning outcomes

Bream Bay College reports accurate achievement data by:

- submitting results for all assessed standards, including Not Achieved
- regular checking of results for accuracy by staff
- encouraging students and whānau to check results using the school portal and their Learner Login.

Using data to inform practice Bream Bay College has effective systems for analysing data to identify students at risk of not achieving a qualification. Strategies are put in place to support these students, which can include attending tutorials and workshops after school, in the holidays and instead of study leave at the end of the year. This has resulted in improved outcomes for these students.

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))

Bream Bay College has effective processes and procedures for:

- ensuring students receive outlines through the school portal for all courses they undertake
- communicating assessment policy and procedures to staff, whānau and students online via the school website
- annually reviewing communications to ensure they are fit for purpose and current

Bream Bay College assists common understanding of assessment practice by:

- informing teachers about assessment best practice and providing opportunities to discuss changes
- reinforcing assessment practice outlined in the student handbook during assembly time.

Teachers new to the school Bream Bay College is proactive in supporting new Heads of Learning Areas and teachers to ensure they become familiar with school assessment practice and quality assurance systems. Learning Areas are responsible for checking assessment procedures are understood by new staff. The support put in place is targeted to the needs of the teacher, depending on their experience with NCEA.

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.