Managing National Assessment Report

Orewa College

May 2019

What this report is about

This report summarises NZQA's review of how effectively Orewa 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 2019* (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
- *Orewa College Assessment Policy 2019*
- *Managing National Assessment, Teacher Handbook, Orewa College 2019*
- *Student leaflet, National Qualifications, Orewa College 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- the Data Administrator
- Head(s) of Faculty/Department for:
  - o Business Studies
  - o Languages
  - o Performing Arts
  - o Science
  - o Technology
  - o Visual Arts
- three students.

There was a report-back session with the Acting 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.

SUMMARY

Orewa College

01 May 2019

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.

What the school is doing well

Orewa College has an effective culture of self-review. Its Manaaki and Ako Orewa values for learning and assessment promote a continuous cycle of improvement to meet student needs. Strategic planning at all levels, led by an effective Senior Leadership Team, supports evidence-based assessment priorities and goals.

Well-established use of digital devices in a Bring Your Own Device environment supports Senior Leadership's commitment to digital assessment transformation to equip students for 21st century assessment. The Principal's Nominee also effectively manages the nationwide Online Learning Community as e-Principal.
Form teachers and the Careers Advisor mentor students, who follow a range of academic and vocational pathways.

Students' qualifications goals are supported through differentiated assessment, multi-level classes and optional standards. These focus on improving achievement of University Entrance, tracking priority learners, and in particular the achievement of Māori boys. Evidence is gathered in a variety of ways. Senior Leaders approve the addition of new courses annually, based on evidence of student need.

Teachers complete internal moderation processes in accordance with NZQA requirements. External moderation outcomes are reviewed by the Principal's Nominee and any issues are discussed with staff and action plans developed and monitored. This improves teacher moderation practice through changes to assessment materials, identification of new grade verifiers and appropriate professional development.

Student achievement data is well managed and effectively used to track student progress. Data files are efficiently managed by the NZQA Data Administrator. They are submitted in a timely manner and any errors or concerns are resolved promptly. Data forms the basis of inquiry and is effectively shared at all levels.

The school uses a variety of effective digital and physical methods of communication to inform staff, students and families of the school's NCEA assessment requirements. Students receive documented course outlines to assist with their assessment planning. Staff and students interviewed showed a consistent understanding of assessment processes.

Areas for improvement

Senior management has agreed to strengthen the internal moderation monitoring audit to provide confidence that all results reported are credible. While discussion occurs between the Principal's Nominee and Line Managers who visit each Faculty, the outcomes of this annual audit need to be documented.

As outlined in the report the staff handbook should be updated to reflect current practice and ensure schoolwide consistency.

Agreed action

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

- strengthen the internal moderation monitoring process by documenting the Principals' Nominee audit visit to reconcile practice in departments against completed *Internal Moderation Cover Sheets.*

- update the staff handbook as outlined in this report.

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6 June 2019

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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 17 June 2016 Managing National Assessment Report   All of the agreed action items relating to improving assessment practice, internal moderation and communication from the 2016 Managing National Assessment review have been addressed.

Response to external moderation outcomes   The school has effective processes to respond to external moderation outcomes.

Teachers reflect on each external moderation report using a standardised template and are encouraged to use the queries and/or appeals function in the External Moderation tool to clarify any moderation decisions.

The Principal's Nominee supports teachers to develop action plans to address identified issues and monitors their completion. Action plans have resulted in changes to assessment materials, engagement with appropriate professional development, and teachers working with new verifiers.

There is a high level of agreement between assessor and NZQA moderators' judgements.

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)

Self-review is an embedded practice at Orewa College. Strategic goals focus on continuous improvement, effective digital assessment practice and meeting student needs.

Teachers review their moderation processes. As a well-established *Bring Your Own Device* environment, the school uses digitised processes for most teaching, learning and assessment processes to meet student needs.

Currently the school is focussing on meeting student need and improving achievement through assessment practices that:

- supports student agency
- fosters the use of digital tools.

Self-review has resulted in a number of initiatives to develop appropriate courses to meet student needs. These include:

- reducing credits in courses to address workload and better enable students to meet their assessment goals

- preparing for the introduction of a more flexible timetable in 2020 by providing longer periods for more focused project-based learning

- preparing students in Years 9 and10 for NCEA project-based learning and assessment by developing a plan for the introduction of 16 modules of semester-based learning

- committing to a wide range of digital external examinations across all year levels and entering large cohorts of students for these examinations to better align with the way students are learning

- appointing a Quality Assurance Teacher in each department to ensure that NZQA processes are explained and deadlines met by teachers and that these people become the knowledge-holders within departments for planning future programmes

- surveying students on their experience of digital practice assessment to identify barriers and seek ways to resolve these.

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 2019 5.5)

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

- assessing students, when ready, through flexible timeframes, including using varied modes of evidence collection

- providing differentiated assessment within courses through provision of optional standards, for example in Science courses

- offering appropriate vocational and academic pathways

- using the Online Learning Community to provide ten subjects that the school would not otherwise have the capacity to offer at Level 3

- applying for special assessment conditions.

Orewa College has effective processes and procedures for:

- assisting students to present authentic assessment evidence using a range of appropriate strategies

- managing missed and late assessments and appeals

- providing consistent schoolwide management of resubmission and further assessment opportunities

- providing information to students about derived grades and gathering standard-specific evidence of student achievement to support applications

- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work

- investigating and resolving breaches of assessment rules

- meeting the requirements of the *Privacy Act* 1993.

Digital evidence-gathering for internal assessment   Senior Management supports the use of digital platforms for learning, and for internal assessment through Google Classroom. This allows a wide variety of evidence collection strategies.

Digital Assessment Transformation for external assessment   This year the school will offer eighteen digital examinations alongside paper-based assessments for a mix of large and smaller student cohorts. The school has evaluated barriers and enablers through surveying students on appropriate device selection, their experience of digital examination protocols and advice and familiarisation activities. The findings will help refine assessment practice and resourcing to better meet student needs.

School strategies developed in response to Level 3 data and STEM for equity enquiry   The school has responded to their annual analysis of their STEM and equity data by diversifying the balance of internal and external standards in Science courses to better meet student need. It has also developed more relevant contexts to engage student interest and abilities.

The Senior Leadership Team identified that the Level 3 boys cohort, and in particular Māori and Pacific boys, require specific interventions. Each student's achievement data has been analysed to identify pathways they may want to follow.

The school is hosting a fono/hui for 142 students. Representatives from tertiary organisations, Heads of Department for Science, Mathematics and Technology, along with successful role models from the community will attend and speak with students. Peer and teacher mentors will be present to help identify ways to improve access to chosen pathways for each student. The school plans to evaluate progress from this initiative.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

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 2019 6.4b)

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

- ensuring staff are provided with clear expectations on the school's internal moderation procedure

- critiquing all new or modified assessment materials prior to use

- using subject specialists both within and outside the school to verify a purposefully selected sample of student work

- documenting each step of the internal moderation process on an *Internal Moderation Cover Sheet*, including noting discussions at grade boundaries, and submitting this to the school's NZQA Data Administrator

- retaining and sharing work to be used as exemplars for students and benchmarking for assessor judgements.

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

- ensuring samples of student work are provided for external moderation by being adequately stored

- selecting samples of student work for external moderation randomly to NZQA requirements

- encouraging teachers to query and appeal moderation decisions to develop their understanding of the standard

- valuing external moderation feedback to modify tasks, improve understanding of the standard and inform future assessment decisions

- submitting most of their external moderation digitally.

Strengthen monitoring of internal moderation   To further strengthen the internal moderation process, the Senior Leadership Team agreed to reconcile completed *Internal Moderation Cover Sheet* with actual practice by conducting a documented Principal's Nominee audit visit to departments. Currently the Principal's Nominee and Line Managers make informal checking visits. A more formal documented audit will confirm Senior Management confidence in actual practice.

Focus on reducing workload by considering verification requirements for sufficiency   The Principal's Nominee has provided staff with guidance on the strategic selection of student work for sufficient grade verification by. Half of the teachers interviewed in this review now understand and are using strategic selection. This has reduced verifier workload, without compromising the quality of the assurance process. Further guidance will embed this practice for all teachers so that they understand there is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

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:

- strengthen the internal moderation monitoring process by documenting the Principals' Nominee audit visit to reconcile practice in departments against completed *Internal Moderation Cover Sheets*.

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)

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

- encouraging students to check entries and results and track their progress in both the student management system and through their NZQA Learner login

- using data to inform course design to engage students in the assessment process

- providing students access to current credit summaries on their digital devices through the student/parent portal

- reporting to the Principal and Board of Trustees a comparative and longitudinal analysis of NCEA achievement, including against school goals.

Orewa College reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner

- using *the NZQA Key Indicator Checklist* to identify and resolve data issues

- requiring student grade sign-off, and teacher and Heads of Faculty checks on the accuracy of reported results

- reconciling results reported against the correct provider codes and where the school uses an external provider with which it holds a Memorandum of Understanding

- submitting fees and financial assistance payments on time.

Student progress is effectively tracked to improve achievement outcomes
Data is used to effectively track student progress with a focus on improving student achievement outcomes. Students who are at risk of not achieving to their potential are supported through regular pastoral and careers discussions and have appropriate interventions implemented.

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))

Orewa College has effective processes and procedures for:

- ensuring students receive comprehensive outlines for all courses they undertake
- communicating assessment policy and procedures to teachers, students and parents through a range of methods
- supporting new teachers to the school to understand school assessment policy and procedures
- reviewing communications to ensure they are fit for purpose and current.

Orewa College assists common understanding of assessment practice by:

- holding NCEA information evenings for parents
- hosting regional professional development cluster meetings
- using Principal's Nominee year level assemblies to brief students on assessment policies and procedure and reinforcing
- publishing an assessment handbook in digital and physical formats containing assessment procedures
- maintaining current information about NCEA on the school's website
- informing staff of updates on NCEA and targeting relevant staff by providing timely digital updates.

Updates required to the teacher handbook to reflect current practice   When the staff handbook is next updated the following changes should be made to:

- clarify the requirement to update the staff handbook annually rather than every three years
- remove reference to the "national" standard
- update the section on appeals to remove reference to reconsideration as a student cannot appeal to their school for reconsideration of their internal assessment result
- add explicit reference to the use of school-based evidence for special assessment conditions in the staff handbook to reflect the school's current practice
- amend the description of random selection to state that this occurs after internal moderation is complete, to align with the school's actual practice
- include a description of the Principal's Nominee internal moderation monitoring audit.

Students and staff interviewed are well informed about assessment practice

Students and staff interviewed for the review displayed a clear understanding of assessment practices and NCEA procedures. Students acknowledged that their teachers are approachable and provide them with clear advice on any assessment questions they may have.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- update the staff handbook as outlined in this report.