

# **Managing National Assessment Report**

**Orewa College**

**August 2024**

# FINDINGS OF THIS REVIEW

## Orewa College

15 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

### 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>	
Strengthen the process to respond to external moderation feedback	Immediate and ongoing
<b>Credible assessment practice to meet student / ākongā needs</b>	
Ensure the accuracy of reported entries and results	Immediate and ongoing
Update communication in the staff handbook regarding collecting evidence for derived grades.	Immediate

#### For consideration

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

- establishing a more centralised process to store Memoranda of Understanding held with other providers.

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25 September 2024

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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 01 May 2019 Managing National Assessment Report** The two action items from the previous Managing National Assessment report have been completed. The internal moderation monitoring process was strengthened by documenting the Principals' Nominee audit visits to departments which looked at reconciling practice against completed Internal Moderation Cover Sheets for all standards where results were reported to NZQA. The staff handbook was updated to reflect the recommendations contained in the previous report.

**External moderation response to outcomes and processes** The school's external moderation feedback shows a decline in teachers marking consistently against the standard over the last few years. The school should provide appropriate support in the current year to ensure plans effectively result in the expected improvement. Currently, if external moderation feedback indicates Not Yet Consistent, Not Consistent or Materials Not Received the teacher and Head of Department document their response and develop an action plan. These action plans are kept centrally and are referred to by the Principal's Nominee who meets with the relevant teachers in the following year if a pattern continues within a subject area. While the responses to external moderation from Heads of Department focus on addressing the subject specific concerns identified, it is suggested that there is also a review of the internal moderation previously undertaken to ensure that processes for critiquing and verification are effective prior to grades being awarded.

To further support strengthening their response to external moderation, the school is encouraged to advise staff of, and support teachers in, accessing resources which could assist assessors to gain further clarification or feedback and help maintain consistency with the standard. This would be particularly relevant in those areas where external moderation feedback indicates inconsistency with assessor judgements. As noted later in this report, many teachers are already accessing support through the NZQA Learning Management System, Pūtake. Other available options for support include:

- using exemplars and clarification documents
- asking specific questions of NZQA moderators about how to interpret a standard prior to assessment by using the Request for Clarification of Internally Assessed Standard(s) form
- querying external moderation feedback through two-way interaction with the moderator
- appealing the grade judgments of the moderator.

### 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)*

Review of assessment practices and teaching and learning programmes is embedded and ongoing. The school continues to review and adapt the structure of its

programmes and timetable with the aim of improving the learning experience and achievement outcomes of students. A limited number of integrated subjects have been developed and are offered in the senior school whereby two teachers from different curriculum areas agree to teach a combined programme across their curriculum areas. A semesterised timetable structure has been trialled and reviewed. This year the school has moved to change the priority of the Year 11 programme to focus more on teaching and learning rather than being driven by assessment. While NCEA Level 1 standards are still being assessed the philosophy focuses on the assessment coming from the learning programme and working towards quality achievement rather than just gaining credits. The goal is that the majority of students will gain NCEA Level 2 by the end of Year 12 and therefore by default also gain NCEA Level 1.

The success of this innovative, responsive and reflective approach is evident in the levels of achievement remaining above national levels and above those of similar schools across the three levels of NCEA and University Entrance over recent years.

Heads of Department play an important role in internal review by analysing results within their subject areas and reporting their findings to their line manager. Data is used along with student voice to evaluate courses. There is agency and flexibility for teachers to amend, adapt and change approaches with the goal of better meeting the needs, interest and future aspirations of individual students.

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

**Ensure accurate data reporting** The school needs to ensure the accuracy of reported entries and results by checking NZQA reports such as the *Submission Data Error/Warning Report* and the *Key Indicator Checklist* to identify and resolve any errors prior to submitting the next data file submission. This will help in ensuring there are accurate and timely entries alongside checking that results from internal assessments have been processed. Resolving errors quickly will also assist with data analysis, monitoring student progress and help reduce administrative workload.

**Update the derived grade process described in the staff handbook** The derived grade section of the *Orewa College NZ Qualifications Procedures* document must be updated as the use of the Remote Assessment Matrix and Guidance for collection of evidence for derived grades is no longer available. Any results that may be used for derived grades must be:

- derived from actual authentic evidence
- specific to and covering all criteria of the standard
- collected in a way that mirrors the format and conditions of the externally assessed standard
- subject to a quality assurance process
- collected prior to the external assessment.

**Consider centralising the storage of Memoranda of Understanding** Centralising access to Memoranda of Understanding either physically or digitally, will support data

accuracy and monitoring. The use of Memoranda of Understanding with outside providers enables the school to offer learning and assessment opportunities for students in a range of areas that the school is not able to assess. This enhances the school's ability to meet students' aspirations, interests and qualification needs and interests. Currently Memoranda of Understanding are held within the department area that is undertaking the arrangement. Consolidating the material will improve access and visibility by teachers, the Principal's Nominee and administrative support.

**Professional learning opportunities utilised** The school is supporting teachers in their understanding of standards and assessment judgement by encouraging them to access the NZQA Learning Management System, Pūtake. Subject specific courses and the Assessor Practice Tool show usage across a wide range of subjects and by a number of teachers. This good practice should continue to be encouraged as the number of standards and levels for which resources are available increases. It will be particularly relevant for teachers of the new Level 1 standards.

**Review of authenticity strategies is ongoing** Authenticity continues to be a point of discussion and review within the school. The use of a commercial plagiarism checker is embedded and expected practice. The school has recently moved to a new brand as technology improves and limitations of the previous system were found. Alongside the use of the formal checker teachers use a range of other strategies such as checkpoints within the assessment process, requiring the sighting of drafts prior to final submission and supervised in class assessment writing times. Regular conversations are happening throughout the school including about how the nature of assessment is changing and ways to adapt in response to this.

**Student assessment processes streamlined** The Principal's Nominee is working to improve the accessibility and visibility of some student assessment processes. A recent update has been to digitise the *Assessment Extension and Late Submission Policy* which includes a link to the student *Appeal Application form* and further links for the Heads of Department to the *Extension Tracking Spreadsheet*. The move from paper to online has streamlined the process enabling more timely responses that support more efficient management, monitoring and administration of the process.

## **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)*

**Effective internal moderation practices evident** The school utilises a function through their Student Management System to support the tracking of internal moderation. Monitoring of the completion of moderation processes is undertaken by the Heads of Department and the Principal's Nominee. This assures Senior Management that a quality assurance process has been completed for every standard prior to results being sent to NZQA. The school was able to adapt this process to meet the requirements of evidence for internal moderation for every assessing teacher despite limitations of the system when there were multiple teachers in a subject area. This shows the ability of the Principal's Nominee and teachers to respond and adapt to an identified risk.

Teachers spoken to during the review explained their purposeful and sufficient selection of student work for verification. Evidence was sighted of discussion between the assessor and verifier around the reason for the final grade awarded.

This is good practice as internal moderation evidence provides a useful resource for teachers in subsequent years, particularly in confirming benchmark examples and reasons for grades awarded at grade boundaries.

## **Appendix 1: Effective Practice**

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

**Orewa 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 to offer courses the school is unable to offer
- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Orewa 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**

**Orewa 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 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.

**Orewa 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
- responding to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

## **Effective management and use of assessment-related data**

**Orewa College effectively uses assessment-related data to support achievement outcomes for students/ākonga 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.

**Orewa 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
- 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
- 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/ākonga and their families/whānau about assessment**

### **Orewa 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.

### **Orewa 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 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.

### 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
- *Orewa College NZ Qualifications Procedures* (Staff Handbook)
- Information provided to students on assessment for qualifications.

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

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
  - Commerce
  - Humanities
  - Languages
  - Technology
- Teachers of:
  - English
  - Learning Support
- two students.

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.