

Managing National Assessment Report

Long Bay College

August 2024

FINDINGS OF THIS REVIEW

Long Bay College

29 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.

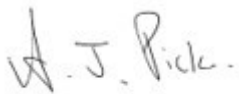
No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with highly 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.

No action required

The school has no action items relating to the quality of their assessment systems.



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8 November 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 30 May 2019 Managing National Assessment Report The school has addressed the single action item from the previous report.

External moderation response to outcomes and processes Long Bay College has effective systems to respond to external moderation feedback. Teachers spoken to view the process as professional development and as a way to improve assessor judgement and practice.

External moderation reports are reviewed by the Principal's Nominee, Head of Faculty and the associated Deputy Principal for that faculty. If issues are identified the Head of Faculty works with the relevant teacher(s) on their review and response. The school has developed a template which effectively supports this. Teachers plan and note specific changes in response to the given feedback and develop an action plan which outlines how the changes are to be implemented. Teachers are to note evidence that confirms that the issue has been resolved and this is checked on the review date.

There are a number of other examples of good practice within the template to further support effective review. There is a list of examples of assessor supports which can be utilised and assist teacher understanding and assessment judgements. These include a reminder about the option to appeal and/or query a report, although these have not been utilised in recent years. The NZQA Learning Management System Pūtake is a growing area of support, and a number of subject areas have utilised this to reinforce their assessor capability for specific standards. Teachers are committed to improving their understanding and application of assessor judgement. A number of teachers participate as external markers.

A suggested addition to include is the *Request for clarification of internally assessed standard(s)* form available on the Subject Resources pages of the NZQA website. This gives assessors the opportunity to ask specific questions of NZQA moderators about how to interpret a standard prior to assessment. The school is encouraged to continue to remind and advise teachers to explore and utilise these supports proactively, as well as in response to external moderation feedback.

The template recognises the role of external moderation in reflecting the effectiveness of the internal moderation process previously undertaken by requiring evidence that all external moderation feedback has been shared with the verifier. This supports the sharing of good practice and professional development and is particularly valuable if the verifier is from outside the school.

Under the previous NZQA monthly external moderation submission process, the school would submit student evidence from the previous one or two years. This made the relevance of the moderation reports and subsequent review less timely particularly with staffing changes and amendments of courses. The school is embracing the new process of external moderation as part of the current assessment cycle. Teachers are positive about the learning gained from moderator feedback and use it to identify changes that need to be made. The school is encouraged to continue to support teachers to adapt to the new expectations and include external

moderation as the final step in the assessment process within the year. Feedback from external moderation will support the timely and relevant review of a standard.

Outlier reports The school investigated and responded to an Internal-External outlier in one subject area. They used the process to analyse results and reflect on practices within the faculty. The reports reinforce effective practice in preparing students for assessment in both internal and external standards.

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)

Long Bay College has embedded, encompassing and robust internal review processes based around the school vision of 'personal excellence for global success.' Since the last Managing National Assessment visit the school has undergone a major review of its approach to teaching and learning. It has developed a research-based and culturally responsive framework Tino Akoranga which covers a relational pedagogy, and cognitive science approach to curriculum and assessment design. There is a clear focus placed on academic success by aiming for personal excellence for every student. An example of this is reframing of expectations within the school community around certificate and course endorsements. The success of these areas of focus is evidenced through the school's high levels of student achievement at NCEA Level 1 – 3, University Entrance and Scholarship results. These outcomes are consistently above national averages and those schools of a similar socio-economic standing.

Comprehensive faculty review processes support effective practice The Senior Leadership Team undertakes mid-year faculty audits involving the sighting of evidence for aspects such as schemes of work, internal moderation and response to external moderation. To minimise the risk of this becoming simply a compliance, tick-box activity, the process has been enhanced this year to look more at the narrative behind the documentation and allow for reflections on the effectiveness of practices. This helps support consistent understanding and knowledge alongside discussion to support the school focus on unpacking 'The Science of Learning.'

The QA document completed annually by each Faculty is an example of effective review practice. This templated document requires in-depth faculty and course data and analysis including NCEA data broken down by standard against teacher and student profiles. Teachers need to complete analysis prompts for each course which helps contribute to future course design, action plans and focus areas for professional development at school-wide, faculty and/or personal level.

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)

School-wide consistency and understanding The school's focus on the effective communication of assessment information sees the Principal's Nominee reviewing assessment information annually and updating as needed throughout the year. Documents are available online which help ensure consistency and accessibility. The Atawhai Leader supports and guides students as they progress through the school. They assist student understanding by unpacking 'What is NCEA?' alongside sharing

relevant year level assessment information. Students are encouraged to monitor their own progress through accessing their school's Student Management System and MyNZQA Learner login.

The school continues to raise the awareness of and discuss what constitutes authentic assessment practices while utilising strategies and tools to help mitigate possible breaches of assessment rules. The school has invested in commercial software to support assessment practice. The use of checkpoints is encouraged and used across a wide range of subjects. Students spoken to during the review had clear understanding of these requirements and the rationale for these expectations. These practices help to maintain the credibility of student results.

Ensuring accurate data The school uses a number of effective strategies to ensure accurate data. Data files are regularly submitted to NZQA. The low number of errors and warnings is testament to the pre-checks undertaken prior to submitting. Active monitoring of student progress is encouraged. Teachers, students and whānau are encouraged to check entries and results and report any identified anomalies. No results using an external provider code are entered unless a current and relevant Memorandum of Understanding has been sighted.

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)

Robust internal moderation processes and monitoring evident Internal moderation is effectively managed through a multifaceted approach. Since the last Managing National Assessment review, the school has moved to utilising a function in their Student Management System to document evidence of the internal moderation process. This function restricts the publication of results to occur only once every section of the process has been completed. In addition, the *Assessment Calendar* document is sent fortnightly to teachers. This tracking spreadsheet identifies and highlights any discrepancies between planned assessment and moderation timeframes and the number of student results that have been reported. Heads of Faculty review and resolve any anomalies identified.

Heads of Faculty spoken to during the review visit have a sound understanding of internal moderation expectations for critiquing and verification. Verifiers used are either subject specialists within the school, or colleagues at other schools with relevant subject knowledge and experience. A sufficient number of pieces of work is selected for verification depending on the expertise of the teacher with individual standards. Beginning teachers and teachers new to standards-based assessment are given additional support through having a greater number of required pieces verified. Documentation of the discussion for the awarding of grades including those at grade boundaries provides a valuable point of reference for subsequent years. These examples of effective application of internal moderation expectations provide confidence to Senior Leadership that internal moderation procedures carried out in all departments are complete and rigorous, and results submitted to NZQA are accurate and credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Long Bay 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
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Long Bay 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

Long Bay 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.

Long Bay 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 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

Long Bay 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.

Long Bay 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
- 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 and their families about assessment

Long Bay 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

Long Bay 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 Long 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 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 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
- *Curriculum and Student Achievement Policy*
- *Long Bay College Assessment Manual and Moderation Notes* (Staff Handbook)
- *Long Bay College NZQA Student Information 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty:
 - Commerce
 - Mathematics
 - Performing Arts
 - Physical Education & Health
 - Science
 - Visual Arts & Art History
- 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.