

Managing National Assessment Report

Long Bay College

May 2019

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 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
- *Long Bay College Curriculum Policy*
- *The Teaching and Learning Policy for Long Bay College 2019*
- *NZQA Notebook for Long Bay College Staff 2019* (Staff Handbook)
- *NZQA Notebook for Long Bay College Students 2019* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Deputy Principal/Principal's Nominee
- Heads of Faculty for:
 - Business
 - English
 - Health and Physical Education
 - Science
 - Social Science
 - Visual Arts
- 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.

SUMMARY

Long Bay College

30 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

Long Bay College has sound assessment practice and a robust quality assurance system. Succession planning for a new senior management team has ensured that all effective quality assurance systems are still in place and continue to develop. The senior leadership team remains confident that results reported to NZQA are credible.

Effective self-review is embedded in the school's vision of "personal excellence for global success". This overarches goals of cultural responsiveness and creating an exceptional learning environment that is both supportive and contemporary. Students, teachers and faculty leaders shared examples of self-review such as the Atawhai Academic and Career Mentoring Programme and the schoolwide curriculum review.

Senior leaders can have confidence in assessment systems as any assessment-related concerns are quickly identified and addressed by teachers and their Heads of Faculty, and where any further issues are identified through a more formal process by the Principal's Nominee. All teachers engage in a professional inquiry process to support course design that meets a wide range of student needs. Assessment is flexible where appropriate and provides digital assessment opportunities for most assessments.

Both internal and external moderation systems are well understood by teachers. The Principal's Nominee has overview of the internal moderation process and can see that all steps are complete. She conducts annual internal moderation monitoring visits to each faculty to reconcile internal moderation documentation with evidence of teachers' actual practice and to check staff understanding of processes. External moderation outcomes are followed up for completion through monitored action plans and where changes are needed these are made by teachers.

Data submission processes are managed in a timely and accurate manner by the School's Data Manager. Ongoing data analysis occurs for both internally and externally assessed courses. Faculty leaders submit annual reports including comparative and longitudinal analysis to the Principal and hold follow-up discussions on barriers and enablers to student achievement. The senior leadership team evaluates annual reports and these contribute to the school's strategic plan.

Close monitoring of student achievement identifies those in need of mentoring or other appropriate interventions. Predictive data summaries are available to teachers

and students in real time. Students described setting their academic and vocational learning goals and monitoring these with their teachers. Students at-risk of not achieving are identified and clear information about next steps is provided to teachers and to parents as appropriate.

Policies and procedures are effectively communicated to students, teachers and parents through the school's extensive use of digital communication and face-to-face meetings to ensure a common understanding of assessment practice.

Areas for improvement

As a next step in monitoring internal moderation the Principal's Nominee will document her annual visits and findings of any issues, and of evidence of completed actions required to address those issues. In addition, she will evaluate the effectiveness of any evidence of completed actions. This process will close the loop of internal moderation monitoring by informing both the Head of Faculty and the Principal's Nominee of the appropriateness of the sample size for internal moderation grade verification. This will ensure senior management is confident in all result reported.

Agreed action

The school agreed that the following action will improve the quality of their assessment systems. This is to:

- document internal moderation monitoring and evaluation visits to faculties to ensure that senior management is confident in the credibility of all results reported.

Kay Wilson
Manager
School Quality Assurance and Liaison

16 July 2019

NZQA

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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 1 and 2 July 2015 Managing National Assessment Report

There were no action items in the previous Managing National Assessment Review.

Response to external moderation outcomes The effective process for following up on external moderation outcomes ensures comprehensive change is made as it is required.

Although there are high agreement rates between teachers and NZQA moderators, staff develop documented action plans with their Faculty Leaders, to address any concerns raised. The Principal's Nominee monitors and documents completion of these action plans. They are also discussed as part of annual reporting to the Principal. Senior leadership and Faculty Leaders share changes made in regular management meetings. These include professional development, appointment of new verifiers, organisation of and attendance at Best Practice Workshops, and changes to assessment materials or course design.

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)

The school has created a culture of self-review of NCEA assessment practice which is driven by its strategic direction to meet student needs. It is integrated at all levels and at the student level, helps them to set assessment goals and move towards high levels of attainment in NCEA.

As a consequence of this direction, senior management is reviewing the senior curriculum and has introduced robust tracking and mentoring procedures for all NCEA students. Shared ownership of data effectively informs analysis of student and schoolwide progress towards qualifications. Teachers, as part of the appraisal process, complete teacher inquiry projects with many being informed by NCEA student achievement data.

Digital tools provide increasingly effective means to monitor quality assurance of assessment and moderation practice. Effective use of digital monitoring systems and the Principal's Nominee audit visits to departments provide clear oversight of moderation practice and this information supports review by senior management that feeds back into schoolwide strategic planning.

Self-review has resulted in a number of initiatives in NCEA assessment practice in the school.

These include:

- reviewing the nature of the curriculum and timetable to introduce innovative project-based learning modules in years 9 and 10 that will better engage students, meet their literacy needs through engaging contexts, and develop readiness for NCEA in Years 11,12 and 13
- introducing digital examinations in three subject areas to provide future-focussed assessment models for students
- developing the Atawhai Academic and Career Mentoring Programme to support student agency and wellbeing, by providing effective assessment pathways, tracking and supporting students at-risk of not achieving their qualification, developing career aspirations and assisting all students with academic and vocational decision-making
- introducing new courses that better meet student need, based on evidence from annual Quality Assurance reports, for example, developing new digital contexts in Visual Arts to better met the needs of boys
- conferencing regularly with students and their parents using email, phone and face-to-face contact to track student progress towards NCEA qualifications
- introducing of a schoolwide assessment calendar to standardise and manage assessment workload
- reducing the number of credits in courses to manageable levels to provide more time for teaching and learning and focus assessment on meaningful outcomes
- providing leadership and professional learning for teachers in digital assessment to develop competence and confidence so that they can future focus student learning and assessment

Students interviewed commented that several of these initiatives have been effective in helping them to identify assessment pathways.

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)

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

- assessing students when ready through flexible timeframes
- negotiating individualised standards in students' assessment programmes to meet their abilities, interests and future pathways
- offering vocational and academic pathways to meet student needs
- using Te Kura to provide subjects that the school would not otherwise have the capacity to offer
- providing differentiated assessment within courses
- meeting students' literacy and numeracy needs
- collecting school-based data to support applications for special assessment conditions, ensuring teachers are aware of individual students with special assessment conditions entitlements and providing resources for internal and external assessment where appropriate.

Long Bay College has effective processes and procedures for:

- managing missed and late assessment
- monitoring authenticity of student work using a variety of digital and physical strategies
- providing consistent schoolwide practice for resubmission and further assessment opportunities
- ensuring evidence for derived grades is based on authentic standard-specific evidence
- investigating and trialling digital internal assessments and digital examinations
- meeting the requirements of the *Privacy Act 1993*.

Inquiry projects survey student interest to develop relevant contexts Teachers shared examples of inquiry-focussed learning that is informing new course design proposals. For example, students surveyed expressed a need for more digital contexts to engage boys in Visual Art and to strengthen student understanding of concepts underpinning Level 2 and 3 standards. This is evidence-based best practice that meets student needs.

School values professional learning Staff have identified opportunities for professional learning through their quality assurance processes. They have hosted NZQA Best Practice Workshops for colleagues, are encouraged to join subject associations and work with local clusters to develop professional understanding of standards.

Science, Technology, Engineering and Mathematics equity ratio The school has discussed NZQA's Science, Technology, Engineering and Mathematics equity data report in Senior Leaders meetings, Heads of Faculty, and department meetings. Next steps include:

- Atawhai and Careers Academic Mentoring teachers support students to change or withdraw from standards in their courses reflecting their goals, aspirations and abilities
- providing support to students who take part in mentoring, fieldtrips and projects as part of the Massey University Pūhoro STEM Academy, with guidance from the Long Bay College Specialist Classroom Teacher who is an Education Advisor on this programme.

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)

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

- ensuring all new or modified assessment materials are critiqued prior to use
- using subject specialists both within and outside the school to verify a purposefully selected sample of student work to ensure assessment judgements are consistent with the standard
- documenting the internal moderation quality assurance process online in a flowchart and through the school's digital assessment and data summary tool
- retaining and sharing work to be used as exemplars for students and benchmarking for assessor judgements
- monitoring internal moderation processes by digital means and departmental visits to reconcile evidence held with practice.

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

- encouraging teachers to select appropriate standards to be considered for inclusion in the school's external moderation plan
- selecting samples of student work randomly to NZQA requirements
- ensuring samples of student work are provided by being adequately stored and developing protocols for digital storage and submission.

Continue to embed strategic selection for internal moderation The Principal's Nominee has provided staff with guidance on sufficient grade verification through the strategic selection of student work. Teachers continue to embed this in practice to reduce verifier workload, without compromising the quality of the assurance process. Most staff interviewed understand that there is no fixed, or predetermined, number of pieces of student work that must be verified, and that 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.

Document internal moderation monitoring visits to faculties Heads of Faculty interviewed explained that the Principal's Nominee makes an annual visit during which she reconciles documentation with actual practice and discusses any issues she has identified through the school's digital internal moderation system. Results of these visits inform each faculty's annual quality assurance reviews. As a next step in monitoring the Principal's Nominee will document her annual visits and findings of any issues, and of evidence of completed actions required to address those issues. In addition, she will evaluate the effectiveness of any evidence of completed actions. This process will close the loop of internal moderation monitoring by informing both the Head of Faculty and the Principal's Nominee of the appropriateness of the sample size for internal moderation verification.

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:

- document internal moderation monitoring and evaluation visits to faculties to ensure senior management is confident in the credibility of all results reported.

For consideration

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

- continue to embed strategic selection for internal moderation to develop teacher ability to make accurate assessment judgements against the standard, with the possibility of reducing teacher workload.

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)

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

- analysing results comparatively and longitudinally using a common template that provides staff with supporting data to enable Faculty Leaders to reflect on, and identify next steps
- reporting to the Principal and Board of Trustees an analysis of NCEA achievement, including against school goals
- setting clear goals for individual achievement of the NCEA qualification and other awards and endorsements based on predictive data
- requiring timely feedback for students by ensuring results are reported within three weeks of assessment
- using visual data from digital tools as a basis for analysis of course design and to confirm new courses.

Long Bay College reports accurate achievement data by:

- using *the NZQA Key Indicator Checklist* to identify and resolve data issues
- requiring students, teachers and Heads of Faculty to check the accuracy of reported results
- reporting against the correct provider code where the school uses an external provider with which it holds a Memorandum of Understanding and reconciling these annually with results reported to ensure senior management is confident in credible results being reported.

Effective changes to the schoolwide NCEA analysis and reporting process for faculties The schoolwide NCEA analysis and reporting process has been streamlined to better align with the school's strategic goals. There is a strong focus on action plans to make changes to course design, resulting in proposals to the Curriculum Committee. Templates focus less on standard-by-standard analysis and provide the opportunity for teachers to comment on ways in which effective changes to courses can support programmes that meet student needs.

Addition of process for checking late entries for external examinations The Principal's Nominee has added a faculty check for all entries for external examinations to ensure late entries are minimised. While the issue is localised the Principal's Nominee has agreed there is a need to remind teachers of the processes around making timely entries for external assessments to provide greater security for students through ensuring their papers are personalised.

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))

Long Bay College has effective processes and procedures for:

- communicating assessment policy and procedure to students, teachers and families through digital, paper-based and face-to-face means
- ensuring students receive course outlines for all courses in a common format
- supporting teachers new to the school to understand NCEA
- running an annual targeted Head of Faculty meeting with the Principal's Nominee to convey updates and clarify assessment practices as a result of NZQA's Principal's Nominees seminar
- sharing Mythbusters to clarify staff understanding of assessment practices
- reviewing communications annually to ensure they are fit-for-purpose and current.

Long Bay College assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes
- holding annual presentations on NCEA for families new to the qualification
- informing teachers about assessment best practice and providing opportunities to discuss changes
- knowing that students understand what they need to achieve NCEA qualification
- providing plain English assessment and options handbooks to teachers and students.

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.