

# **Managing National Assessment Report**

**Macleans College**

**August 2024**

# FINDINGS OF THIS REVIEW

## Macleans College

1 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 2021.

### Actions and considerations

#### Agreed actions

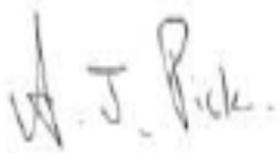
The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Ensure teachers have documented the verification decisions for practice exam grades to provide assurance that they have been quality assured.	Immediate and ongoing
<b>Internal moderation to ensure the reporting of credible results</b>	
Ensure discourse about assessment judgements is documented to provide assurance that they have been quality assured.	Immediate and ongoing

#### For consideration

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

- Encouraging staff to explore the use of NZQA's Learning Management System, Pūtake, to help support their knowledge and understanding of NCEA and standards-based assessment.



Amanda Picken  
Manager  
School Quality Assurance and Support

1 September 2024

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## 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 5 April 2024 Managing National Assessment Report** The action item from this report has been effectively addressed. The school was required to provide clearer direction and advice to students about NCEA qualifications. School documentation was refreshed in 2020 with the change to qualification pathways and the introduction of the Macleans Certificate and is continuously updated. Students interviewed for this report confirmed that the school provided advice and guidance about NCEA via a range of methods including, handbooks, their House Leaders and Careers Advisor, school website, assemblies, and information evenings for parents.

**External moderation response to outcomes and processes** The school has effective processes to respond to external moderation feedback and ensure that any identified issues are appropriately addressed. The Principal's Nominee reviews all external moderation reports and discusses those requiring action with the Teacher in Charge of the subject. Teachers use the appeal and query function if there is disagreement or further clarification is needed. Teachers in Charge of subjects discuss reports with all teachers of the subject to improve assessor understanding of the standard and to develop an action plan in response to the feedback. The response and action plan are kept on file with the Principal's Nominee. Each department includes a summary of their external moderation outcomes in the annual report to the Principal and Board of Trustees. The school has maintained a very good agreement between assessor and moderator judgements over the past few years.

### 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)*

**Response to outlier reports** The school has thoroughly reviewed the outlier reports from the previous year. Outlier reports were generated for internal - external result comparison for one subject and derived grade at scale – final external result comparison for two subjects. The relevant departments have reviewed the reports and have made changes to their assessment practice, such as ensuring the standards students are assessed against are appropriate for them or that they are ready to be assessed.

**Areas for improvement identified and actioned** The new Principal's Nominee has identified areas for improvement and has begun actioning them to strengthen internal review and staff understanding of NCEA processes. The review of school documentation identified that multiple versions of the staff handbook from previous years existed on the school's shared drive. This created a risk, particularly for new staff, that incorrect processes and procedures could be followed or outdated information used. The staff handbook has been updated this year to ensure that it is current, and all previous versions removed.

The addition of a meeting with Heads of Department and Teachers in Charge to the school's meeting cycle will strengthen the school's capacity to review. Senior leaders meet with Heads of Faculty individually each fortnight to discuss progress and raise identified issues, which are then taken back to faculties for discussion and solving.

The school believes that introducing a collective meeting with Heads of Department and Teachers in Charge will strengthen the review process, as these teachers are generally more involved in the delivery and design of NCEA courses and can provide valuable insights and evaluation for them.

Heads of Department have been given the responsibility to create and make changes to course mark books and uploading student work to be ready to submit for external moderation. The Principal's Nominee and NCEA Assessment Administrator previously did these tasks. Sharing ownership of these tasks with the Heads of Department provides another layer of monitoring to ensure credible assessment practice. The Principal's Nominee now monitors these processes checking for completion.

The Principal's Nominee is now responsible for inducting teachers new to NCEA assessment to ensure they receive current, consistent and critical information about credible assessment practice. The Principal's Nominee's review of the induction process identified that their new teachers had inconsistent understanding of school and NZQA assessment processes and policies. The school has many new teachers, including beginning teachers and teachers from overseas who are inexperienced in standards-based assessment. The strengthened induction process ensures teachers new to NCEA have consistent knowledge and understanding about standards-based assessment, NCEA and the school's assessment policy.

**Review of Year 11 programme** Teachers interviewed for this report commented on the strength of the programme to prepare students before attempting NCEA Level 2. The annual internal review of the school's Macleans Certificate affirms the benefits of the school's Year 11 programme to prepare students for NCEA Level 2 and 3. The review is conducted within faculties to monitor the cohesion across courses and connection and preparation for Level 2. In 2024 faculties were required to report back to Senior Leadership on how the programmes have been developed or updated.

Teachers write the content for each course, so they are more nuanced and bespoke. Students can be more engaged in areas of interest as more time is available for teaching, learning, and developing skills. From the review, courses were updated and/or amended, if needed, to ensure that they continue meeting the needs of students.

## **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)*

**Authenticity practice strengthened** The school has strengthened its assessment practice to support students to produce authentic work for assessing. The growth of artificial intelligence (AI) and the risk it presents by creating inauthentic work for assessment, prompted the school to review its practice to ensure that it remains fit for purpose. The school identified that certain standards, particularly those that are essay-based, were more susceptible to having AI produced work. Teachers are now required to give explicit instructions about AI and authenticity requirements, what is and is not permissible, at the beginning of every assessment. Students sign an updated authenticity statement for each assessment they submit. Teachers are using regular checkpoints, classroom invigilation and document version controls to help ensure authentic work is being produced. This is good assessment practice.

**Document the quality assurance of grades used for derived grades** The school is required to ensure that all grades that are provided to NZQA for the use as a derived grade are quality assured and have evidence of this process. This review found an inconsistent practice across the school for documenting evidence. The school uses verification to quality assure its grades. However, like internal moderation, this process must be documented with evidence and monitored to provide senior leadership with assurance that all grades submitted to NZQA are credible. Further guidance and templates for quality assurance can be found on the *Useful resources for Principal's Nominee's* page of the NZQA website.

## **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)*

**Documenting assessor and verifier assessment decisions** The documenting of assessor and verifier discourse for assessment decisions is practiced inconsistently across the school. The process of verifying grades is consistently practised but the practice of recording the discourse is inconsistent across departments, ranging from recording commentary on all decisions using a spreadsheet or internal moderation coversheet to recording none. Commentary on assessment decisions should be recorded, particularly for those samples that are on grade boundaries. This becomes useful to refer to when making decisions in the future. If student samples with grade boundaries are purposefully selected for verification, then documenting for those samples would meet this requirement. If the standard is then suggested or selected for external moderation, teachers can compare the moderator's feedback with their documentation to either affirm their practice or make amendments, as necessary.

**Supporting staff assessment practice** Encouraging the use of NZQA's Learning Management System, Pūtake, would provide valuable assessor support for teachers assessing internal standards. This is especially true for teachers who have arrived from overseas without experience in assessing against assessment standards. Pūtake has modules to support teachers to improve their knowledge and understanding of NCEA and subject specific standards. It also has an Assessor Practice Tool that assessors can use to practise making grade judgements against student samples and getting feedback on their accuracy. For experienced teachers, the modules will help them to maintain currency with the standard and the modules on authenticity may also be beneficial.

## **Appendix 1: Effective Practice**

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

**Macleans 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Macleans 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
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Macleans 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, 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
- monitoring internal moderation processes to ensure only quality assured results are reported to NZQA.

**Macleans 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**

**Macleans 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Macleans 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.

## **Effective communication to inform staff, and students and their families about assessment**

### **Macleans 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.

### **Macleans 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 Macleans 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
- *NCEA Information and Procedures, Macleans College 2024* (Staff Handbook)
- *NCEA Student Handbook for Macleans College 2024*.

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
  - Creative Arts, Design and Industries
  - English
  - Science
  - Social Sciences
- Heads of Department for:
  - Geography
  - History
- three students.

There was a report-back session with the Acting Principal, Senior Leadership Team 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.