

# **Managing National Assessment Report**

**Liston College**  
**October 2023**

# FINDINGS OF THIS REVIEW

## Liston College

19 October 2023

### 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.

### Actions and considerations

Action	Timeframe
<b>External and internal review</b>	
Evaluate the effectiveness of actions taken in response to external moderation feedback	Immediate and ongoing
In subject areas with a historic pattern of external moderation outcomes inconsistent with the standard, ensure the identified issues are resolved.	Immediate and ongoing
<b>Credible assessment practice to meet student / ākongā needs</b>	
Review assessment communications to ensure they are current and fit-for-purpose.	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:

- adding a timely data check to ensure that results are reported against the correct provider code before they are submitted to NZQA.

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05 December 2023

**NZQA**

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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 9 August 2022 Managing National Assessment Report** The school has effectively addressed the findings of the 2022 Managing National Assessment review which required it to sustain the implementation of action items from previous Managing National Assessment reports. The four required actions linked to the significant issue have mostly been addressed. The school is implementing more effective review processes to avoid concerns reoccurring.

A change in senior leadership at Liston College has led to the introduction of a cycle of continuous review. For example, Liston College has updated its system for responding to external review findings and recommendations (*CAAS Guidelines 3v*) so that these are now documented and monitored by the Principals' Nominee and form part of the school's broader self-review system. He manages a department external moderation audit and interviews Heads of Department about the quality assurance of results. Action plans arising from external moderation feedback are documented, and actions completed and monitored as part of their digital tracking of external moderation. The school plans that as a next step it will conduct a further check to evaluate the effectiveness of actions taken to confirm improved consistency with the standard before it is offered again.

The school's internal moderation systems are now sufficient to ensure results are credible. (*CAAS Guidelines 2.6iii*); and internal moderation systems are monitored to ensure that only those results that have been subject to internal moderation are reported to NZQA (*Assessment Rules for Schools with Consent to Assess 2022 6.4 b*). The senior management team oversees Heads of Department who check to ensure all steps in the internal moderation process are complete before results are reported. These internal moderation processes are discussed later in this report.

The school has strengthened the provision of sufficient information to students to add clarity to assessment processes. All students now have access to an assessment handbook through the student hub. Students confirmed that this has clarified their understanding of assessment requirements and processes for credible assessment. As a next step, the school will continue its communications review.

**External moderation response to outcomes and processes** The school has introduced checks to ensure parts of the external moderation process are complete. This assures senior managers that identified issues will be followed up and remedied. There is an action planning process that is implemented when assessment materials need to be adjusted to meet the standard or assessor judgements are inconsistent with the standard. This strengthened practice assures senior management that all results reported to NZQA are subject to the school's quality assurance processes.

There are still several departments where the external moderation agreement rates show a pattern of inconsistency with the standard. Ongoing and specific action and professional development is needed with these departments to strengthen the effectiveness of responses and improve teacher understanding of the standard and sufficiency of evidence. This focus will further strengthen the credibility of results.

## 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)*

Liston College has undergone significant change over the past 18 months with the appointment of a new Principal and effective succession planning to manage the transition of a new Principals' Nominee into the role for 2024. This transition in leadership is assuring changes to systems are better embedded. For example, the existing Principal's Nominee and the incoming Principal's Nominee are sharing a review of internal and external moderation systems within the school. Their management has included professional learning around assessment practice and linking changes to schoolwide goals.

Extensive and effective consultation with the teaching, parent and student community at Liston College has resulted in a decision to acknowledge parent and student voice and offer the Liston Academic Programme at Year 11. This will include a bespoke range of skills and assessment to prepare students for Level 2 and 3 NCEA. The programme aims to provide students with a range of academic skills. Underpinning this programme is a commitment to offering the Literacy and Numeracy dedicated corequisite standards in Year 10 with follow up as required.

## Credible assessment practice to meet student/ākonga needs

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)*

**Developing a culture of academic aspiration to meet student needs** Liston College offers a variety of academic and vocational pathways to meet student needs. Schoolwide data analysis identifies barriers to student achievement, such as the need for quiet study space, explicit teaching of study skills, and homework centres to focus student learning. Leading on from this the school has conducted a review of student needs at Level 1 to better prepare students to meet their academic and career goals.

Effective consideration is given to the individual assessment and programme needs of Māori and Pasifika students. The school has reduced streaming to develop a culture of aspiration and goal setting for all students. This has resulted in the award of a number of New Zealand Scholarships for students in one subject area. Students commented on the importance to them of seeing others succeed. They value the support provided by a Māori dean and a Pasifika mentor who work specifically with these groups of students on meeting their goals. These leaders ensure there is pastoral support and specific contact with families to ensure individual students have all they need to succeed. Teachers support the use of exemplars within Science, Technology, Engineering, Arts and Mathematics and have improved cultural support for student success. In addition, the Pasifika mentor takes a leading role in fono with the community. Each of these practices, and Pasifika languages on offer, are improving equitable assessment outcomes within the school.

**Developed student data tracking** The school has introduced an effective academic tracking process to support student needs. From a baseline of NCEA, University Entrance and New Zealand Scholarship targets, the Achievement Dean tracks student progress. This is supported through interventions and ongoing

conversations with parents and whānau. Students' individual progress is closely tracked throughout the year and supported through valid catchup opportunities, tutorials, changes to courses and limits to study leave during which a small number of students complete the requirements of their qualifications as appropriate.

**Better align documentation with current assessment practice** To grow confidence in the school's developing quality assurance systems the Principal's Nominee needs to update documentation to align with current assessment practice and terminology. For example, while all teachers and students interviewed could explain their understanding of a further assessment opportunity the staff handbook still lacks clarity on this topic because it merges sections on resubmission and reassessment. Similarly, the school recognises that language in the breaches section of the handbooks could be improved to ensure it supports the use of the principles of natural justice and aligns with the restorative practice already in place. These updates will provide clarity to any teachers new to standards-based assessment and give senior management confidence that the consistency of assessment practice is improving schoolwide.

**Add a further check to ensure accurate provider codes** The Principal's Nominee's reconciliation checks on currency of memoranda of understanding could be timelier to ensure consistent use of accurate provider codes before results are reported to NZQA. This extra check will support accuracy of results reported by the school and will allow for requests to be made for the removal of standards from the school's external moderation plan where appropriate.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

**Professional development on internal moderation practice** Senior Managers have confidence that teacher engagement with the internal moderation process is increasingly robust and that results reported are quality assured. Teachers have extended their connections to suitably qualified subject specialists through their subject associations to better resolve internal moderation questions. In addition, they are using Pūtake and accessing clarifications processes to develop their understanding of the standards. This is especially the case where teachers are working in isolation. These practices have resulted in changes to assessment materials to ensure students can meet the requirements of the standard, and teachers locating a new verifier from outside of the school. By providing professional learning the school is better positioning its teachers to understand the requirements of the standard and to quality assure results more effectively. During this review senior management commented on the extensive work done in this area and expect to see this reflected in external moderation results as processes are embedded.

**Improved internal moderation verification practice** Liston College continues to strengthen its own processes for internal moderation. Since its last Managing National Assessment review in 2022 teachers interviewed show an improved understanding of the purpose of internal moderation, the requirement to critique materials against the standard and to document teacher and verifier evaluative comments. Evidence of a new clarity in comments supporting assessor decisions against the criteria of the standard was sighted during this review. This ongoing platform for continuous improvement is resulting in improved quality assurance of results.

## **Appendix 1: Effective Practice**

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

**Liston 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
- identifying and providing targeted 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.

**Liston College has effective processes and procedures for:**

- managing missed or late 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 and unexpected event grade
- safeguarding student privacy in the issuing of student results.

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

**Liston 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.

**Liston 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

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

**Liston 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.

**Liston 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



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

### **Liston College has effective processes and procedures for:**

- 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, such as the holding of parent gatherings.

### **Liston College assists common understanding of assessment practice by:**

- communicating assessment information such as holding NCEA information evenings 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 Liston 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 / ākonga and families / 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 Candidates 2023*.

### 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
- the school's Curriculum, Assessment and Reporting policy
- *Liston College Assessment Policy and Procedures 2023* (staff handbook)
- *Liston College Assessment Policy and Procedures 2023* (student handbook).

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

- the Principal's Nominee
- Heads of Department for:
  - English
  - Mathematics
  - Religious Education
  - Science
  - Social Sciences
  - Visual Arts
- the Special Education Needs Co-ordinator
- three students.

There was a report-back session with the Principal, Assistant 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.