

Managing National Assessment Report

Western Springs College

May 2023

FINDINGS OF THIS REVIEW

Western Springs College

2 May 2023

Consent to assess confirmed

The 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 action

The school agreed that the action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
To develop a process to reconcile results from outside providers to review whether current Memoranda of Understanding are fit for purpose	Immediate, and continual monitoring

For consideration

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

- clarifying communication to students / ākonga about the requirements needed to achieve an NCEA qualification or University Entrance
- continuing to support students / ākonga to create and use their Learner Login to engage in NZQA assessment processes.

Amanda Picken
Manager
School Quality Assurance and Liaison

Date of Finalised report 2023

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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 June 2018 Managing National Assessment Report The school has addressed the action from the previous review which was to monitor the completion of action plans as a result of concerns raised in external moderation reports. As a consequence, the Principal's Nominee has visibility of actions taken to address issues identified through external moderation and evaluates the effectiveness of these actions. These actions are now being documented and monitored.

External moderation response to outcomes and processes Western Springs College now has effective processes for responding to external moderation outcomes. The Principal's Nominee and senior leadership monitor external moderation outcomes to identify trends in subjects where moderators have identified poor levels of consistency with the standard. The Principal's Nominee has created a spreadsheet to record and monitor all external moderation outcomes and issues.

Staff value external moderation feedback to improve their understanding of standards and assessment practice. When NZQA moderators report that assessor judgments are not consistent with the standard a clear process is followed, which includes discussion between the Principal's Nominee and Heads of Department about the feedback from the report and deciding whether to make a request for clarification, to support teachers with their understanding of what judgement they should make. Together the teacher and Principal's Nominee create an agreed action plan which could include further professional learning, networking with new grade verifiers, working with subject associations or seeking advice from teachers in other schools or subject experts to ascertain good practice.

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)

Western Springs College / Ngā Puna o Waiōrea demonstrates an effective culture of self-review. Senior Leaders and the Board of Trustees meet regularly to review students / ākongā data and achievement data. As well, meetings between teachers, Heads of Department, and Heads of House enable the effective sharing of good practice and the ongoing support of students / ākongā.

Ongoing review of course content and design by Subject Leaders and Heads of Departments has led to improved student / ākongā engagement, achievement, and success. Teachers use student / ākongā assessment data to inform course changes and modify their practice, including using a variety of assessment methods to best meet the learning needs of students / ākongā. This is evidenced by the improved results over previous years.

Academic monitoring Students / ākongā at risk of not achieving their academic and pathway goals are identified and supported. The Māori co-ordinator, Pasifika co-ordinator, Learning Centre co-ordinator and Heads of House and Senior Leadership Team support students / ākongā to attain their assessment goals. Students / ākongā

also receive academic support from programmes offered by the Learning Centre and the Homework Centres.

A new traffic light monitoring system is used to track and regularly monitor students / ākongā using the individual achievement record. When there is an issue, whānau are contacted to inform them of their child's lack of progress so that the whānau can work collaboratively with the teachers on next steps to get the back on track.

Due to the success of Ngā Puna o Waiōrea the school incorporated a Pasifika form class and co-ordinator to mentor students / ākongā to assist with areas of need. The staff work closely with students / ākongā to provide a wraparound service to help identify the needs of each individual student / ākongā. They monitor student / ākongā achievement and contact whānau to assist or work collaboratively with them to ensure students / ākongā will meet their academic goals.

Māori achievement is a priority The co-governance structure between the school and Ngā Puna o Waiōrea, the onsite kura, has both raised the profile of Māori achievement and placed these priority learners at the centre of decisions at all levels. The achievement of Māori students / ākongā compared to Aotearoa statistics is evidence of the impact of this approach. At levels 1 and 2 attainment is approximately 5 percent above schools of the same decile and 20 percent above all schools in Aotearoa.

Ngā Puna o Waiōrea is Kaupapa Māori based and helps to strengthen students / ākongā, tikanga and whanaungatanga. Whānau commitment is expected, and students / ākongā are split into six roopū for the entirety of their journey at school. Whānau are expected to tautoko fundraising events, wānanga, study and attend monthly hui. Students / ākongā are also able to select options in the mainstream school if this is appropriate for their future career pathways.

Changes to Level 1 following school review The Curriculum Manager and Senior Leadership Team are deciding whether to offer NCEA Level 1 in the mainstream school and will assess from Level 2. However, the changed Level 1 qualification will still be implemented in Ngā Puna o Waiōrea to cater for the needs of their student / ākongā, including achieving the requirements of literacy and numeracy.

Credible assessment practice to meet student / ākongā needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2022 6-11)

Effective use of student / ākongā achievement data The school's new traffic light digital tracking system helps to ensure that achievement data is up-to-date, and that overall progress information is available to both students / ākongā and teachers. The senior leadership team can monitor and track students / ākongā progress and see what is needed to gain a pathway into employment or tertiary education.

Managing relationships with external providers Senior management reported that Memorandum of Understanding documentation is held by various school departments that operate courses involving external providers. To ensure the consent to assess requirements, including the correct use of the provider code are met, these documents need to be checked against reported results. The school's planned next step is to check all Memoranda of Understanding and hold them in a

central record. This will enable the school to be certain that only results for standards for which the provider holds consent are reported and students / ākongā to receive recognition for their learning and assessment.

Assessment deadlines are well-managed Students / ākongā interviewed were clear about submission dates and knew exactly what was expected if they were not able to meet a final deadline, including the need to send an email to the Head of House when an extension is required. This has provided students / ākongā and staff clear guidelines which ensures consistency of practice and equity for all students / ākongā.

Clarification of student / ākongā information Students / ākongā were not clear about their pathway to an NCEA qualification or what is needed for University Entrance. There needs to be more guidance for students / ākongā to understand what is needed to achieve a qualification or to pathway them into tertiary education or employment.

Increase student / ākongā use of Learner logins Learner login rates have been low and Western Springs College has identified that students / ākongā need support to create their Learner login account to access NCEA information and functions on the NZQA website. While students / ākongā know that teachers can give them their credit and assessment information using the school's good tracking and communication systems, this is not always an accurate and current reflection of the entries and results held by NZQA from which qualification attainment will be calculated.

Accessing their Learner login allows students / ākongā to check their entries and results, apply for reconsideration and reviews for external assessments, order certificates and their Record of Achievement. This access will also prepare them for digital examinations as the login is used to access the examination platform.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2023 11a)

Robust internal processes help ensure credible results are reported The school has effective processes to quality assure internally assessed results. Staff interviewed demonstrated a clear understanding of the school's internal moderation processes, which includes completing and checking documentation of the steps in the process. The monitoring of the internal moderation process by Heads of Department and the Principal's Nominee ensures that a sample of all grades awarded for standards assessed have been verified, confirming results reported to NZQA are at the standard. The Principal's Nominee monitors the completion of the process by checking the documentation before reporting the results and storing student / ākongā work digitally. The use of KAMAR's internal process also supports this by reinforcing all the requirements for internal moderation.

Documentation sighted indicated tasks are critiqued prior to use to ensure they are fit for purpose, exemplars identifying grade boundaries are provided and grade verification notes are used to inform assessment judgements. Heads of Department run regular verification marking meetings to assist new teachers and experienced teachers to make accurate grade judgements. Through discussion with teachers, it

was evident that this provides good professional growth for their assessment practice.

The Principal's Nominee and Senior Leadership Team have clear expectations of teachers to complete relevant steps for the internal moderation process. This is done consistently throughout the school and all teachers moderate and verify their work using subject specialists within the school. Their robust internal moderation process is reflected in the positive external moderation outcomes in 2022. The consistency rate is above 80 percent indicating that results reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākonga

Western Springs College / Ngā Puna o Waiōrea has effective processes and procedures for meeting the assessment needs of their students / ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākonga 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 / ākonga can present their best standard-specific evidence of achievement
- assessing students / ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākonga needs
- ensuring teachers / kaiako are aware of individual students / ākonga 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Western Springs College / Ngā Puna o Waiōrea has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākonga 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 grades
- safeguarding student / ākonga privacy in the issuing of student / ākonga results.

Effective internal and external moderation to assure assessment quality

Western Springs College / Ngā Puna o Waiōrea 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 / ākongā 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.

Western Springs College / Ngā Puna o Waiōrea has effective processes and procedures for managing external moderation by:

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā 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

Western Springs College / Ngā Puna o Waiōrea effectively uses assessment-related data to support achievement outcomes for students / ākongā by:

- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Western Springs College / Ngā Puna o Waiōrea 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 / ākonga and teacher / kaiako checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results

Effective communication to inform staff, and students / ākonga and their families / whānau about assessment

Western Springs College / Ngā Puna o Waiōrea has effective processes and procedures for:

- ensuring students / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākonga success, such as the holding of parent gatherings.

Western Springs College / Ngā Puna o Waiōrea assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- informing students / ākonga about suitable learning pathways

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Western Springs 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
- *Teacher / Kaiako Handbook, Managing National Assessment, Western Springs College 2023* (Staff Handbook)
- *Student Handbook, National Qualifications, Western Springs College 2023* (Student / Ākonga Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Associate/Deputy/Assistant Principal – Curriculum/Assessment
- Tumuaki Tuarua
- Head(s) of Faculty/Department for:
 - English
 - Maths
 - Physical Education
 - Science
- three students / ākonga.

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.

Background

Western Springs College and Ngā Puna O Waiōrea operate collaboratively from one location. Ivan Davis is Principal of Western Springs College, a state co-educational secondary school; Chris Selwyn is Tumuaki of Ngā Puna O Waiōrea, a Te Reo Māori immersion kura. Students / ākonga are able to flow between the schools, according to their course choices.