Managing National Assessment Report

One Tree Hill College

August 2023

FINDINGS OF THIS REVIEW

One Tree Hill College

9 August 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 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 2021.

Actions and considerations

For consideration

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

- evaluating the effectiveness of the actions taken to address outcomes from external moderation from the previous year

- encouraging staff to use the query and appeal functions of the external moderation application to provide further feedback when necessary

- developing a process for students to check the results that NZQA holds to ensure that they are accurate.

No action required

The school has no action items relating to the quality of their assessment systems.
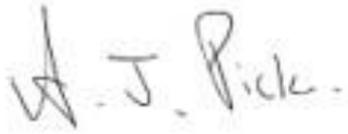
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8 November 2023

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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 18 May 2017 Managing National Assessment Report   The action item from this report has been effectively addressed. The school was required to clarify with teachers what constitutes a purposeful and sufficient sample of student work for internal moderation. Previous practice exceeded school and NZQA expectations and may have resulted in teachers unnecessarily increasing their workload in assuring assessment quality. Staff interviewed for this report described a practice of only selecting sufficient examples, rather than all examples, on grade boundaries to confirm their judgements. The number of examples chosen could vary depending on the experience of the teacher. The completed internal moderation coversheets sighted during the review confirmed this practice.

External moderation response to outcomes and processes   The school has consistently good agreement rates for external moderation and an effective process to respond to feedback. Faculty Leaders review external moderation outcomes within their subject areas annually in Term 4. Action plans are developed for those standards with outcomes requiring a response. These plans are submitted to the Principal's Nominee for further follow-up, which may include further discussions and extra support as needed. This process is now a well embedded practice within the school.

There are two suggestions for improvement that the school could consider to improve its overall external moderation agreement rates. The first is to include an evaluation of the effectiveness of the actions taken to address external moderation outcomes in the existing external moderation review process. The evaluation will assist teachers to discern whether the changes made resulted in the required outcomes. Evaluations could include teachers from outside the school or subject associations to provide an independent perspective, if needed.

Encouraging teachers to use the query and appeal functions of the external moderation application could also help in improving consistency with the standard. These functions allow teachers to seek further feedback that they can use for developing effective action plans. The query function allows teachers to make up to three queries to the moderator to help better understand the feedback, judgement decision, and the requirements of the standard. Appeals can be made after all queries are exhausted or at the beginning if the teacher disagrees with the decision and a second moderator is required. This provides the teacher with further feedback regardless of the outcome of the appeal.

Quality assurance check of the examination centre As a result of the 2022 Examination Centre quality assurance check, the school had three actions to carry out to ensure it is fully compliant for the return check in 2023, including:

- securely storing examination materials

- covering windows in the storage area, and

- ensuring all stimulus on the walls of examination rooms are removed or covered.

This review found that the facilities for the storage of examination materials are now compliant.

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)

One Tree Hill College has effective review processes to identify potential risks and areas for on-going improvement. Self-review is an embedded practice across the school as is a culture of continuous improvement. Senior leaders can be confident that the school is well placed to respond to any risk to the qualification that may be identified.

Developing staff capability for quality assurance   The school is strengthening its staff capability to manage and lead NCEA assessment quality assurance practice to ensure a high level is maintained. The Principal's Nominee capably leads the school's quality assurance practice and has developed their policies and procedures over many years. However, having a sole holder of institutional knowledge has been recognised as a potential risk. A new staff role, Principal's Nominee Assistant, has been created in 2023 to begin learning the role of the Principal's Nominee with a particular focus on the literacy and numeracy changes to NCEA and leading the Year 10 Programme for NCEA. A senior leader has also been given responsibility to oversee the management of the external examinations and ensure the school is meeting NZQA requirements. Developing staff expertise will help with future succession planning and ensure the school continues to maintain a high level of quality assurance practice.

Developing staff and student readiness for literacy and numeracy implementation   The Principal's Nominee and Principal's review of the requirements for the new co-requisite identified the need for a school-wide approach to successfully implement teaching, learning and assessment in time for 2024. The resulting Literacy and Numeracy Action Group was established in 2022 to ensure the school would meet the needs of the students for the new NCEA requirement. The group, which includes senior leaders and staff, is responsible for tracking student achievement to determine when students are ready to be assessed and their progress towards gaining the co-requisite, overseeing the logistics for the assessments, and communicating with students and parents. Furthermore, a major focus of the group is staff professional learning. An example is the 'Numeracy Month' created to lift the profile of numeracy across the school, developing staff capability to teach numeracy in their subject areas and to embed these skills in their teaching and learning plans, so that students are developing them in contextualised settings.

Self-review evident across the school   Self-review is a well embedded practice across the school at One Tree Hill College. A structured review cycle beginning with a teacher only day in September underpins this practice. This ensures that all staff are involved in reviewing and analysing external moderation outcomes, achievement outcomes and courses for their subject areas. The reviews form the basis of the Faculty Leaders' annual reports presented to the senior leadership team and Board of Trustees. All teachers further develop their reflective practice through their Professional Learning Group inquiries including data review, actions taken and outcomes, as part of their Professional Growth Cycle.

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, TEO's assessing Achievement Standards and Candidates 2023)

Tracking and monitoring tools and processes are a strength   The Principal's Nominee's annual NCEA Achievement Action Plan is an effective tool for tracking the many processes that support student progress towards achieving an NCEA qualification. The plan is very comprehensive including reviewing assessment processes, linking to the school's strategic plan, and monitoring student progress, among many other actions. It provides a roadmap of the processes that must happen throughout the year, ensuring that they are carried out. For example, creating individual plans for students on the University Entrance pathway including tracking their progress, regular progress meetings and communicating progress with whānau and teachers. The Principal's Nominee also uses an assessment calendar to track the completion of each internal assessment. A review at the end of each term identifies outstanding results requiring follow-up from the appropriate Faculty Leader. Any changes to an assessment date must have the approval of the Principal's Nominee, so that tracking accuracy is maintained.

The school has good processes for ensuring accurate data is reported to NZQA whereby Faculty Leaders and the Principal's Nominee review and check all markbook entries. This process could be further strengthened. Currently, students are not required to check and sign-off their grades that NZQA hold. The school should consider introducing a process for students to sign-off their grades before finishing the year. This will allow students to check that all results from completed assessments have been reported and that the grades are correct, ensuring that the results NZQA holds are as accurate as possible.

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)

Internal moderation cornerstone for quality assurance   The school has effective internal moderation systems ensuring results reported to NZQA are quality assured. The practice is consistently followed across the school and well embedded. A school internal moderation coversheet is used to record the process for every standard. Teachers use internal and external verifiers to verify a purposeful and sufficient sample of student work and the decision commentary is documented on the coversheet. The Principal's Nominee and senior leaders visit every department for quality assurance checks on internal moderation throughout the year to confirm actual practice within each department. Consistently good external moderation outcomes confirm the robustness of the school's internal moderation processes.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

One Tree Hill 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.

One Tree Hill 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 and unexpected event grades

- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

One Tree Hill 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.

One Tree Hill 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

One Tree Hill 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.

One Tree Hill 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 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

One Tree Hill 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.

One Tree Hill 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 One Tree Hill 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 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
- *One Tree Hill College Teacher Guide, Procedures for Assessment for NCEA Qualifications 2023*
- *NCEA Information for Students and Caregivers 2023, One Tree Hill College* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal's Nominee
- Faculty Leaders for:
    - Mathematics
    - Social Sciences
    - Technology
- Teachers of:
    - Mathematics
    - Social Sciences
    - Technology
- three students.

There was a report-back session with the Principal and Principal's Nominee, Assistant Principal's Nominee and the Senior Leadership Team 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.