

Managing National Assessment Report

Howick College

August 2023

FINDINGS OF THIS REVIEW

Howick College

03 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 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.

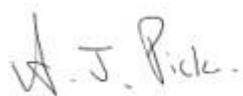
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

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:

- Scheduling checks of students' entries and results to reduce the number of results not reported.



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25 October 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 9 April 2019 Managing National Assessment Report There were no action items from the 2019 Managing National Assessment report.

External moderation response to outcomes and processes The school has an effective process to follow up issues in individual moderation reports where assessor judgements are not consistent with the standard.

Heads of Department and Teachers-in-charge of subjects are responsible for developing action plans with interventions to resolve issues identified by external moderators. Heads of Faculty then report the outcomes of these action plans to the Principal and Board of Trustees as part of the Learning Area Annual Report. Appropriate support to address issues is facilitated by Senior Management including the Principal's Nominee where required.

Ensure all teachers are aware of NZQA's Assessor support Teachers would benefit from reminders of the assessor support currently available to them especially if they are coaching new teachers to deliver NCEA as part of the school's induction process. The assessor support subject pages on Pūtake (NZQA's Learning Management System) have annotated examples, clarification documents and guidance for some existing and new standards.

Derived Grade Processes A derived grade outlier was identified in two subjects in the 2022 student achievement external results. An audit by NZQA established that the school has sound practices for ensuring derived grades are based on standard specific evidence with tasks critiqued and grades from practice assessment opportunities verified or justified. The school has indicated that it will work with both subject areas to ensure they are following the school's documented procedures.

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)

Howick College has effective self-review systems in place to ensure credible assessment, respond to assessment and moderation concerns and improve practice, including the introduction of the NCEA Change Programme. The Principal's Nominee with the support of senior management and Heads of Faculty has created a reflective assessment culture of inquiry to ensure innovative solutions that embrace assessment changes and meet a range of student learning and assessment needs.

Inquiry practices are embedded in the leadership of the college curriculum and teachers' assessment delivery to produce realistic and innovative solutions that address issues identified in mandated reviews. The school has recently focused on cultural responsiveness in the teaching, learning and assessment programmes for Māori and Pacific students. Navigators have supported subject teachers to develop appropriate teaching relationships, styles and resources to support these students to engage in learning and assessment activities. Recent student achievement for Māori students has improved at NCEA Levels 1 and 3 and Māori student achievement at Level 3 in one STEM subject has the same outcomes as all students.

The school has embraced the NCEA Change Programme piloting seven Level one NCEA subjects this year. Teachers interviewed for the review commented that the piloted standards allowed them to focus more on teaching and learning and this change of focus was improving student engagement. Achievement outcomes from the new Literacy and Numeracy co-requisite standards have been measured, given the implications of failure by students in their first national NCEA external assessment. Strategies to enhance literacy and numeracy skills are now cross curricular to prepare students for this assessment opportunity, when they are ready.

To support the engagement of students in teaching, learning and assessment, two distinct programmes of study, outside the mainstream, have been developed which are available at all NCEA levels. The two programmes are Integrated Learning and Sports Education. Integrated Learning combines standards from a number of disciplines through an Individual Education Plan to encourage students to follow their passions and develop skills that enhance lifelong learning. Sports Education delivers a number of courses and assessments where the context is a sporting theme to engage students with a sporting passion in assessment activities across the curriculum. Students interviewed for the review commented on how the integrated and sports programmes allowed them to follow their interest engaging them in learning and assessment opportunities.

As a response to the recent introduction of artificial intelligence to students' digital capability, the school has developed and published a policy to support teachers to deal with the potential authenticity breaches this new technology brings to internal assessment. The procedures enforce the principle that evidence gathered and provided for assessment opportunities must be the student's own work but acknowledges that artificial intelligence is a useful tool in the learning and assessment process as long as its source is referenced. The main strategy for ensuring authenticity is knowing your students.

All teachers are involved in the review of their student's achievement in the preparation of the annual Learning Area Report by Faculty to the Principal and Board of Trustees. Expectations are that each report provides an analysis of student outcomes by standard and subject reflecting on what worked well and next steps. This process supports the development of all teachers' capability to deliver up-to-date assessment practice. Heads of Faculty ensure Heads of Department and Teachers-in-Charge take ownership of developing strategies to address identified issues and implement solutions. To ensure school-wide collaboration, faculties and subject departments meet on a regular cycle to discuss current issues and any changes to assessment and moderation practice.

The effectiveness of the school's review processes in delivering credible assessment and responding to students' learning and assessment needs is evident. Senior leaders can be confident that any concerns relating to assessment practices and quality assurance will be identified and addressed.

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)

Effective communication of assessment practice Credible assessment was evident in all aspects of the school's delivery of standards-based assessment. Teachers and students interviewed for the review were consistent in their understanding of assessment rules and procedures providing sound examples of

good practice. This culture has developed from the inclusive leadership by senior management where expectations are clear and well communicated.

The Principal's Nominee has developed a coherent body of assessment and moderation practice that informs school-wide practice through digital and physical formats, appropriate to the audience. Publications include the overall assessment policies and assessment practice manual which then informs specialist publications such as, the parent-student handbook, an examination manual and presentations for meetings and assemblies.

Teacher induction processes to ensure consistent credible assessment To ensure consistent assessment and moderation practice school-wide the senior management has developed an effective coaching programme where all new teachers to NCEA are assigned an experienced mentor. This coaching model addresses the challenge of the increasing numbers of teachers employed from outside New Zealand, who have a limited understanding of standards-based assessment.

All teachers new to the school are assigned a coach to ensure they understand the school's expectations for credible assessment and moderation. Coaches are required to be non-judgemental in supporting teachers outside the appraisal process to develop practices that reflect the school's requirements and to meet their consent to assess obligations. The role of the coach will become increasingly important as the NCEA Change Programme implementation impacts on assessment conditions and future course design.

Accurate and Timely Reporting of Data The school's data processes are managed effectively by the data manager with most indicators showing the accurate and timely reporting of entries and results.

All results are reported under the correct provider code with a Memorandum of Understanding available for the external providers who facilitated these assessment opportunities. The number of late entries and voids for examinations are low and late results reported in January are within acceptable margins.

However, the number of results not reported in 2022 was an issue. Checking processes are being investigated and improved to resolve this situation.

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)

Effective Internal Moderation Processes Quality assurance processes for internal moderation are robust which is evident in the consistent and credible practice by school managers and teachers. Heads of Faculty ensure each department reconciles internal moderation records with actual practice. Their checks include the completion of each moderation step and visibility of digitally stored samples of student work. All standards must have a completed Internal Moderation Cover Sheet with evidence of sufficient, purposeful selection of samples of student work and the verifier judgement statements.

The Principal's Nominee has visibility of all departments' internal moderation folders and annually reviews each department's annual External Moderation outcomes and the effectiveness of the school's processes. Senior Leadership can be confident that internal moderation procedures carried out in all departments are complete, robust and the results reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Howick 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, where appropriate
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Howick 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

Howick 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.

Howick 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

Howick 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.

Howick 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
- 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Howick 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
- celebrating students' success

Howick 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 Howick 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.
- Annual Plan, Howick College 2022
- Assessment Policies and Procedures on: New Courses, Student Pathways, Secondary Tertiary Alignment, Literacy and Numeracy, Awhina Learning Support Services, Gifted Students, Achievement of Māori students, Achievement of Pasifika Students, Assessment Procedure, Artificial Intelligence.
- *Assessment Manual, Howick College, 2023* (Staff Handbook)
- *Parent and Student Handbook, Howick College, 2023* (Student Handbook)
- *Examination Manual, Howick College, 2022*
- *Parent/Student Presentation: NCEA: Some reminders of the basics, what's different, 2023.*
- *Mathematics and Statistics Learning Area Report to BOT, Howick College 2022-2023.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty/Department for:
 - Design and Visual Communication
 - Mathematics
 - Performing Arts
 - Science
 - Social Sciences
 - Technology
- 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.