



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Managing National Assessment Report

Otahuhu College

May 2022

FINDINGS OF THIS REVIEW

Otahuhu College

19 May 2022

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 2021*.

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 2018.

Actions and considerations

Agreed actions

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

Action	Timeframe
Data management and analysis	
Withdraw entries where students have not had an adequate assessment opportunity.	Completed by the final 2022 data file submission in December.



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School Quality Assurance and Liaison

19 July 2022

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External and internal review

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 3 October 2018 Managing National Assessment Report Five of the six items in the previous report have been actioned. Samples of student work for internal moderation are now strategically selected. Internal and external moderation processes are monitored by senior management for completion. Memoranda of Understanding are reconciled with results reported by external providers and communication has been updated and digitised for clarity and shared school-wide understanding.

As discussed in the report, several 2021 entries for internal standards were made without a result being reported or the entry withdrawn.

External moderation processes and response to outcomes The school's processes for responding to external moderation outcomes assures assessment quality. Learning Area Leaders are required to prepare a reflective report for the Principal's Nominee if moderated student work is identified by moderators as being Not Yet or Not Consistent with the standard. Actions taken to address identified issues are monitored by Line Managers for their Learning Area which include working with another subject expert internally or externally and using the NZQA query and appeal provision.

The improving overall consistency ratings for externally moderated standards since 2018 school wide indicates the effectiveness of the school's process.

Internal review

Evidence for 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)

The school's capacity for self-review has significantly developed since the last review. The school has instigated a continuous focus on engaging all students in learning and assessment, particularly in response to the disruptions of Covid-19. Senior management ensure milestones are being met, success is celebrated, and interventions are made for those students not meeting achievement expectations.

The impact of Covid-19 resulted in absence rates increasing. The school has responded by developing appropriate support systems; outlining expectations for students to attend or complete assessment remotely. Senior Management has empowered Learning Area Leaders and teachers to take reflective ownership of their assessment practices in this environment to engage students.

Otahuhu College's initiatives to re-engage students in assessment opportunities include:

- support of online learning through the provision of devices, internet connectivity and professional development to upskill teachers to use the new technology

- the appointment of an Academic Navigator to target students with few credits to identify and help resolve issues such as time management including meeting deadlines and providing space at school to complete assessments as part of a personalised timetable
- the award of “engagement credits” on a five-point scale to monitor, evaluate and track the engagement of individual students and report to caregivers fortnightly.

The school has identified that the NCEA Change Programme will necessitate their students engaging in more external assessment opportunities to complete a full course of study in a subject. To prepare students for a “hall experience”, practice examinations have been introduced for all students at the end of term two and four. In parallel an online platform is being used to develop student’s digital examination skills.

Staff have moved from a position of compliant use of assessment systems to developing the understanding and confidence to take ownership of assessment practices and processes to meet student needs. Senior leadership is supporting this shift by being clear about assessment expectations and outcomes. The differentiation of assessment opportunities in courses delivered by teachers interviewed reflected a greater focus on assessment when ready. Teachers develop a greater range of evidence gathering opportunities, supported by Evidence Gathering Templates guidelines, to report results.

The number of students accessing Special Assessment Conditions for assessment has increased. Students requiring Special Assessment Conditions are now identified mainly through school-based evidence and are supported through the Learning Centre to complete assessment opportunities.

Increasing use of data to support school review The school is strengthening the use of data to both inform next steps in a student’s progress and to measure the effectiveness of interventions. Learning Area Leaders are required to complete an annual report to the Principal reflecting on the outcomes of their initiatives and strategies to improve student engagement in learning and assessment opportunities. In response to the achievement barriers faced by second language learners, literacy classes have been established to equip Year 9 students with the tools and confidence to raise their capacity so they can meet qualification requirements in the senior school.

Credible assessment practice to meet student needs

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Consistent Credible Assessment The school has effective processes for ensuring credible assessment practices school wide. Teachers and students interviewed were consistent in their understanding of assessment practice within the context of a differentiated learning environment to meet the diverse range of student needs. Students, where applicable, are assessed when ready and resubmissions are only reported as an achieved grade. The missed and late assessment policy is used to remove the need to use the further assessment opportunities. Teachers have been provided with professional development to support authenticity of student work in the online environment with most teachers commenting that knowing their students is the most effective strategy.

Digital Communication formats are appropriate Teachers and students interviewed displayed a sound understanding of the school's assessment practice expectations. Communication to stakeholders is in a digital format, with key messages reinforced at assemblies and parent-teacher evenings, which continued to operate online during the Covid-19 period. Course information is emailed to students in November for timetabling purposes and late January for individual course confirmation. The digital format for NCEA information means it can be easily kept current and is used to reinforce key messages through different forums and digital platforms.

Withdraw entries if no results are reported. The school must ensure that entries are removed from a student's record of assessment if they have not had an adequate assessment opportunity. In 2021, 13 percent of standard entries submitted did not have a result reported.

All internal standard entries must have results reported so that entries reflect a student's intended learning and assessment programme. Entries without a results do not provide an accurate reflection of an individual student's Record of Achievement nor provide the school with an accurate record of their overall students' level of achievement.

Internal moderation to ensure the reporting of credible results

Evidence for internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Monitoring of Moderation processes The school's effective internal moderation processes are reflected in the consistent external moderation outcomes for most standards.

Monitoring of quality assurance by senior management is conducted through an internal audit process ensuring all internal results reported are verified and issues with external moderation are addressed. In Term 3, Learning Area Leaders meet with their Line Manager to provide evidence that internal moderation for all results reported has been correctly documented and grades verified, and that action plans for external moderation outcomes have been addressed. The process is documented so it is visible to the Principal's Nominee who provides extra support if required. Outcomes of the internal and external moderation processes are reported to the Principal in the annual Learning Area Report.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Otahuhu College has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are 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
- broadening assessment opportunities by engaging with external providers to offer course the school is unable to offer
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Otahuhu 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

Otauhu 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.

Otauhu 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 samples of student 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

Otauhu 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Otauhu 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 their families about assessment

Otahuhu 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, such as the holding of parent gatherings

Otahuhu 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 Otahuhu 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 2011* (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 *Assessment (including Examination) Rules for Schools with Consent to Assess 2021* (Assessment Rules).

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
- *Board of Trustees Curriculum/Assessment Policy*, Otahuhu College 2022
- *Staff Assessment Handbooks: Teaching and Learning Guide*, Otahuhu College 2022
- *Student Assessment Handbooks: Teaching and Learning Guide*, Otahuhu College 2022
- *High Achiever Study Guide*, Otahuhu College 2022
- *Learning Area Annual Reports*, Otahuhu College 2021

The School Relationship Manager met with:

- the Principal's Nominee
- Learning Area Leaders for:
 - Art
 - Commerce
 - English
 - Mathematics
 - Music
 - Social Sciences
- three students.

There was a report-back session with the Principal 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.