

Managing National Assessment Report

Aorere College
August 2022

FINDINGS OF THIS REVIEW

Aorere College

17 August 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 2020.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Ensure external moderation action plans address identified issues	Immediate on receiving external moderation outcomes



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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 12 September 2017 Managing National Assessment Report

The review identified six agreed actions which have all been resolved. The school has updated the Teacher and Student guide to NCEA, clear information helps ensure staff and students are aware of and follow required assessment practice. They ensure assessment evidence for derived and emergency grades is pre-existing and standard-specific. They now use assessments that are standard-specific, secure and student results are verified or justified before they are reported. The college has strengthened internal moderation procedures and practices and staff are aware of what is needed for strategic selection of ākonga work. The college has reviewed its procedures for entries into external examinations which has resulted in a reduction of the number of late entries.

External moderation processes and response to outcomes The Principal's Nominee monitors and evaluates external moderation outcomes to identify trends in subjects where moderators have identified poor levels of agreement between assessor judgements and the standards assessed. The Principal's Nominee along with the Senior Leadership Team /Line Manager, SLT, will support the kaiako and Heads of Department to develop an action plan in response to external moderation outcomes. She will include the Senior Leadership Team/Line Managers in this process for consistency and the sharing of information with the departments they monitor. These plans will be monitored to ensure the responses are appropriate and have addressed the identified issue, including evaluating the effectiveness of these actions over time.

Subjects that have trends of Not Yet Consistent and Not Consistent are recommended to review their internal moderation grade verification process. This could include using subject specialists outside the college in these domains to verify ākonga work. This will help teachers understanding of the standard and confidence in making decisions at grade boundaries.

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)

Aorere College Principal, Senior and Strategic Leaders continue to actively review their assessment practices, quality assurance processes and college programmes to ensure they meet the needs of their ākonga. The Principal's Nominee provides strong leadership that includes supporting and providing professional learning to all Kaiako, extending their capability around assessment processes and practices. There is a culture of shared leadership and ownership, with everyone responsible for ensuring the credibility of the qualification.

Review of Quality Assurance processes The Principal's Nominee has reviewed both the internal and external moderation processes. To ensure all departments are

following Aorere College's guidelines, she has detailed the internal moderation process for all departments, including what is involved in each step and why it is important.

The college has implemented department audits, looking at internal moderation cover sheets and the verification processes. The intention is that this will create a robust system and improve the outcomes of external moderation. This has given the Principal, SLT/Line Managers and the Principals Nominee assurance that all teachers and Heads of Department are consistently following the college's processes.

Well-being of ākonga The outcome a comprehensive analysis of achievement and attendance data highlighted the need to re-engage and support ākonga and whānau after three disrupted years of learning due to COVID-19 due to this disruption. As a result the college's priority is on the well-being of ākonga .. This has led to the implementation of three periods of Kāinga time per week with the emphasis on well-being and academic mentoring.

Kāinga kaiako are working with not only the ākonga but also making valuable connections with whānau, providing wrap around support. Kāinga kaiako work with each ākonga to monitor their academic achievement, discuss with ākonga and whānau their career aspirations and what they have to do to follow that pathway as well as checking in regularly regarding their wellbeing.

The college believes the increase in attendance and engagement is indirect response to these changes. They will measure the effectiveness of these through attendance and achievement data.

Changes to timetable and option structure Aorere College has responded to learning and achievement needs of ākonga reducing the number of option subjects in years 11 and 12 to focus on achievement in fewer subjects. They have extended the learning year, to include the external examinations period at the end of the year. This is to allow students more time to access internal assessments to help address the gaps they may have in their learning and help gain the qualification they are aiming for. Both these changes have enabled greater contact time with their kaiako. This, along with the Kāinga time, has improved engagement, support and academic mentoring leading to improved academic success for all ākonga.

Engaging whānau The school has consulted with the community regarding whānau engagement which has led to greater whānau involvement and attendance at academic conferencing. Attendance at these conferences has now risen to 70 percent due to the college's expectation that all kāinga kaiako have built a relationship with their ākonga and whānau, and that they follow up to ensure attendance.

Professional Development around how best to conduct academic conferences has given kaiako the confidence to have meaningful conversations with ākonga and whānau, giving whānau greater clarity about their tamariki, their learning and to get a better picture of their assessments and achievement. It has also provided a platform for kaiako to explain how whānau can support their tamariki and pathway choices.

Credible assessment practice to meet 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 2021 5.1 – 5.7)

Support for Priority Learners is improving engagement and attainment Three major programmes have been put in place to target support to these learners, Te Pae Tāwhiti, Amatakiloa and Atamai. Through analysis of attendance and achievement data, Māori and Pacific learners who might require additional support have been identified to. A concern was that many of these ākongā were wanting to leave school with no qualifications or career focus.

Te Pae Tāwhiti is a programme developed in 2021 for Māori ākongā with poor attendance who indicated they were leaving school. The intent was to retain these ākongā through to at least year 12, preferably year 13. Since 2021 the programme has developed with input from ākongā on how best to meet their needs.

Te Pae Tāwhiti retained all ākongā from 2021 to 2022 and there has been improved achievement outcomes for ākongā in the programme.

Amatakiloa is a similar programme based on the principles of the Pacific - respect, service, leadership, family, belonging and relationships. This is for ākongā who have been identified as not engaged and have poor attendance. It is a holistic mentoring programme which develops relationships and connections for ākongā as well as with their classroom kaiako. The school anticipates that this programme will be as affective as Te Pae Tāwhiti.

Atamai is for all ākongā and is a homework centre where support is given, providing catch up opportunities to complete work and gain credits towards their qualifications. Ākongā I spoke to were positive about the centre and felt ākongā using it were well supported and achievement rates had improved for students making use of the homework centre.

Support for literacy and numeracy The college has identified low levels of literacy and numeracy on entry and has set up culturally responsive programmes to meet the diverse learning and cultural needs of their ākongā. The expected outcome of these programmes is for all ākongā to have the best opportunity to achieve the Literacy and Numeracy requirements for NCEA.

Kaiako have identified many ākongā are not at the appropriate curriculum level and require a lot more support to reach the literacy level for NCEA level 1. Talanoa groups focus on writing in the college's year 9 and 10 literacy programme.

The school has introduced Developing Mathematical Inquiry Communities -DMIC, along with professional development for Kaiako, to help with teaching mathematics in a culturally responsive way.

Extending assessment opportunities through outside providers and innovative college programmes Aorere College have provided career pathways, increased engagement, attendance and improved the academic achievement for all senior students. The college has subcontracts with a number of external providers to offer a variety of programmes for their ākongā. These include P-tec, Drivers Licence course, Trades Academy and the Dine Academy. P-Tec is a computing programme in partnership with IBM, the Warehouse and MIT. Dine Academy is a hospitality

programme based at Eden Park which has provided both a hospitality pathway and part-time employment. These programmes, alongside innovative school programmes such as the Police programme, Film Academy and the Health Sciences Academy, have increased the options available to the senior school.

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 2021 6.4b)

Monitoring of the internal moderation process The Principal's Nominee has reviewed the moderation practices and processes at Aorere College. Monitoring of the internal moderation process is now consistent across all curriculum areas and is documented using the school's internal moderation cover sheet. The monitoring process, first by Heads of Department and then by the Principal's Nominee and SLT/Line managers, ensures all results reported to NZQA are verified and credible. Department audits have been introduced and include the checking of the external moderation report, review of the task alongside clarifications, moderator reports, conditions of assessment and exemplars, strategic selection of student work for grade verification and the monitoring of the verification process

Staff use a variety of methods to verify grades awarded to samples of student work. Verification is undertaken by a subject expert within the college, or colleagues at other schools. If necessary, they will consult a third set of eyes for greater clarification of a grade. All evidence is recorded on the Internal Moderation Coversheet.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Aorere College has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on 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 ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring Kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing digital practice exams and RAS pilots as opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for ākonga 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.

Aorere College has effective processes and procedures for:

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

Effective internal and external moderation to assure assessment quality

Aorere 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 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.

Aorere College has effective processes and procedures for managing external moderation by:

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā work to NZQA requirements
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Aorere College effectively uses assessment-related data to support achievement outcomes for ākongā by:

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

Aorere 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 ākongā and 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
- 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 ākonga and their whānau about assessment

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

Aorere College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga 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 Aorere 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, ākongā and 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 2021* (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 2022* (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
- *Teacher Guide to NCEA Assessment 2022* (Staff Handbook)
- *Student Guide to NCEA Assessment 2022, National Qualifications* (Ākonga Handbook)
- Aorere College Board of Trustees Policies and Procedures

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English
 - Film Academy
 - Media
 - Pou Marautanga
 - Science
 - Social Sciences
- three ākonga.

There was a report-back session with the 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.