

Managing National Assessment Report

Wesley College

June 2021

What this report is about

This report summarises NZQA's review of how effectively Wesley 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 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:

- 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 to consider, 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 four 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 Assessment Policies College 2021*
- *Managing National Assessment, Teacher Handbook, Wesley College 2021* (Staff Handbook)
- *Student Assessment leaflet Wesley College 2020* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee/Deputy Principal
- Head(s) of /Department for:
 - English
 - Mathematics
 - Physical Education
 - Science
- the Teacher-in-Charge of Media Studies
- 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.

SUMMARY

Wesley College

17 June 2021

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

NZQA had planned to visit in 2020 to check that the school had addressed the significant issue identified in the 2019 Managing National Assessment review. At the request of NZQA, and with the school's agreement, this visit was rescheduled as a full Managing National Assessment review 2021.

What the school is doing well

Wesley College is developing its capacity for self-review, led by Senior Leaders, to meet student needs. The school has addressed the significant issue from its 2019 Managing National Assessment review by ensuring that appropriate management and checking processes are in place to confirm external providers are consented before assessments are offered. Teachers and coaches support student pathways that enhance student achievement in a faith-based context for its mainly Pasifika community. Teachers are increasingly delivering assessment within culturally relevant contexts and using the flexibility of NCEA to meet student academic and vocational needs. Each student's learning pathway is tracked by the Deputy Principal and Deans to help them to maximise their assessment opportunities and realise their chosen learning pathway, with teacher intervention provided as appropriate.

There is a strong focus on students gaining University Entrance. However, a growing cohort of students are following a vocational pathway through programmes with Manukau Institute of Technology and a range of local businesses and trades.

Teachers' use of digital processes is developing to support students to access both internal and external assessment digitally so that they are more engaged to achieve their assessment goals. The school supports this through its Bring Your Own Devices policy and provision of digital tools.

Internal and external moderation systems are monitored by the Principal's Nominee who conducts annual quality assurance checks and manages action plans with departments. Staff increasingly value internal moderation to support professional discussion and justify change. Most teachers purposefully select student work at grade boundaries and document the discussion.

Data processes are well managed by the Principal's Nominee and Data Manager who proactively follow up on any changes needed. Annual departmental analysis of achievement is submitted to the Senior Leadership Team and by the Principal to the Board of Trustees after results release. This effectively informs review of contexts.

Communication strategies continue to develop. Assessment manuals are written in Plain English. The school has recently updated its website and as a next step plans to add relevant assessment information to make it more accessible.

Areas for improvement

Senior Management acknowledges that there is further progress to be made in identifying and applying strategies for improving student achievement in Science, Technology, Engineering and Mathematics (STEM) subjects. This will provide students with greater access to a range of academic and vocational pathways.

The school should consider increasing the number of unexpected grades reported to NZQA in case of a disruption to NZQA examinations and external submissions, in line with NZQA's reporting requirements under rule 5.5 of the *Assessment (including Examination) Rules For Schools with consent to assess 2021*.

Developing students' use of the Learner login at Wesley College will better prepare students to confidently access digital examinations and apply for reviews and reconsiderations at the time of results release. It will also act as a check on results reported to NZQA.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- report unexpected grades to NZQA for all external standards.

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Manager
School Quality Assurance and Liaison

6 August 2021

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FINDINGS OF THIS REVIEW

How effectively has the school responded to 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 2 April 2019 Managing National Assessment Report The 2019 Managing National Assessment Review found a significant issue requiring the school should ensure that all external providers have the necessary consent to assess prior to assessment taking place. (CAAS Guidelines 2.6v) To resolve this issue current Memoranda of Understanding held with external providers with consent for the relevant standards before assessment opportunities are provided.

The four agreed actions relating to internal and external moderation, late entries and a review of the staff handbook have been fully addressed. The school's actions in these areas will be discussed in the relevant sections of this report.

Response to external moderation outcomes The school has developed an effective system to enable it to follow up on external moderation outcomes. The Principal's Nominee reads reports, sends these to teachers who discuss and annotate changes they will make, such as rewriting assessment materials or locating new grade verifiers. He holds a centralised register of action plans and checks to ensure these have been successfully completed before the standard can be offered again. Responses to external moderation forms part of annual reports to the Principal and the Board of Trustees.

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)

Wesley College has a growing culture of self-review. This is shown through stronger leadership, the developing capacity of teachers and Heads of Department contextualise assessment and schoolwide ownership of assessment practice. For example, teachers have introduced end-of-unit evaluations. These identify barriers and enablers to student achievement and help develop teacher understanding of the standard for the purpose of grade boundary decisions.

Leadership supports effective assessment practice with the Principal's Nominee and Heads of Department offering professional development at schoolwide staff meetings to better support understanding of internal moderation practices.

The school is using a process of continuous reflection to provide pathways that will best meet student needs. Since 2019 the timetable has been structured to ensure that students seeking to keep both vocational and academic pathways open can do so. For example, a student who may be wanting to complete a trades or vocational pathway is still supported to meet the requirements for entry to university if appropriate. This is providing effective motivation for students to achieve their goals.

The school is also developing its equity focus to “open all doors” and ensure that contexts are reviewed so that its predominantly Pasifika population is engaged in NCEA assessment. For example, Māori and Pasifika writers are used to develop assessment tasks and cross curricular contexts and celebrate Pasifika role models. In addition, the school provides Lea Faka-Tonga and it has embedded its Life and Faith courses. Trained mentors and learning coaches support communication with Pasifika parents and students so that students can be supported to achieve their potential. Concurrently, the school is developing capacity through new staffing and pou in Te Reo Maori at years 9 and 10 with a view to adding NCEA Te Ao Haka and Tikanga courses to better meet the needs of students.

Digital assessment practice is developing effectively to meet student needs. The school began engagement with one subject for digital examinations in 2020. In 2021 two subjects will offer digital examinations and one of these will offer a digital practice examination.

Internal review has identified the need to provide Hostel Parents with Access to Google Classroom to support homework completion. The school is building teacher and schoolwide capacity and this will provide an effective model of digital assessment across departments.

No action required

No issues with the school’s response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

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)

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

- providing more teaching and learning time by reducing the number of standards assessed in courses
- developing contextualised learning to meet student interests
- making portfolio and research-based assessment manageable for students through provision of milestones, feedback and feedforward checks and checklists to monitor progress
- providing individualised learning programmes to meet student needs through differentiated assessment and optional standards
- using school-based evidence to support applications for special assessment conditions and ensuring those with entitlements are resourced to use these
- assessing students when ready, where appropriate.

Wesley College has effective processes and procedures for:

- helping students to present authentic work by using a range of appropriate strategies during the assessment and marking process, including online authenticity checks
- managing missed and late assessments, resubmissions, further assessment opportunities and appeals of assessment decisions
- investigating and resolving any breaches of the rules
- ensuring the collection of appropriate, pre-existing, standard-specific evidence to support derived grade applications
- meeting the requirements of the *Privacy Act 2020*.

Pathways and Academic Coaching The school is developing coaching and careers advice mechanisms to support students to identify realistic pathways that reflect students' abilities, aspirations and interests. Tutors offer three thirty-minute coaching sessions for students each week. The Careers and Gateway departments have strengthened links with local businesses, especially in the local construction and automotive industries to access local apprenticeships. Groups of students attend one and two-day per week Trades Academy courses at Manukau Institute of Technology that lead to apprenticeships and employment.

Science, Technology, Engineering and Mathematics (STEM) and Equity As part of their 2021 Principal's analysis of statistics the school acknowledged that the achievement of Māori and Pasifika students in STEM subjects is low. It has considered its Year 13 Equity in STEM Level 3 Subject Achievement for students and is aware that while achievement rates are similar for Māori and Pasifika there is a need to establish strategies to ensure that all student needs are being met. Tutorials and homework strategies are provided and groupings of students in classes is designed to best meet their needs. These initiatives should meet the school's

intention to remove banding and prerequisites. In addition, supporting staff through professional development for staff could more effectively enhance this process for Māori and Pasifika students.

For consideration

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

- reviewing how students are supported to follow a pathway in STEM subjects.

How effectively does the school's internal and external moderation assure assessment quality?

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

Wesley College has effective processes and procedures for managing internal moderation by:

- using subject specialists from within and outside the school to verify assessor judgements on a purposefully selected sample of student work
- Heads of Department confirming that the internal moderation process is complete prior to reporting results to NZQA
- keeping current exemplars of student work, particularly at grade boundaries to assist in future assessment decisions
- monitoring internal moderation through an annual quality assurance check.

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

- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored either as hard copy or online
- ensuring that an action plan to address issues identified in external moderation is developed and monitoring that the plan is successfully completed.

Clarify grade verification requirements for internal moderation The school should clarify that the verification of grades needs to be conducted on a sufficient sample of marked work for the teacher to be confident that assessment decisions are consistent with the standard.

All teachers interviewed described, and could show, purposeful selection of student work for verification. In two learning areas this was topped up to include eight samples. These were selected based on their understanding that this is the number of samples required by NZQA for compliance. This potentially results in more work that needed being sampled and can impact on teacher workload.

There is no fixed, or predetermined number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, and number of students assessed.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- Clarify with teachers what constitutes a sufficient sample of student work selected for internal moderation.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Wesley College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring student progress to identify those at risk of not achieving their literacy, numeracy or NCEA qualification to ensure appropriate support is provided
- offering programmes at years 9 and a History programme at year 10 to give students their best chance to meet their NCEA literacy requirements
- analysing comparative and longitudinal student achievement data to inform course design and reports to the Board of Trustees
- gathering student voice to inform changes to courses and standards offered
- analysing Māori and Pasifika achievement data to identify barriers and enablers to student engagement
- providing support through homework and catch-up tutorials

Wesley College reports accurate achievement data by:

- using NZQA key indicators to identify and resolve data errors
- requiring students to confirm the accuracy of grades before results are reported to NZQA
- reporting results against correct provider codes
- ensuring that students sign off their grades for internals and check their external examination entries to ensure these are accurate and reflect their intentions.

Use of the Learner login At the time of the visit, less than a third of students had accessed their Learner login because students mainly use the school's management system to monitor and track their progress.

Students should be aware that by accessing their Learner login they can prepare for and access digital examinations, track their results and apply for reviews and reconsiderations at results release in January of each year. The school plans to address this through staff professional development on the Learner login process and conducting a data manager check to ensure that all students have accessed their Learner login. This can help to ensure that NZQA holds accurate data to support student achievement.

Provide Unexpected Event Grades The school should report unexpected grades for all external standards so that it can more efficiently manage disrupted external assessment beyond the students' control as required under rule 5.5 of the *Assessment (including Examination) Rules For Schools with consent to assess 2021*

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Centralised system for checking memoranda of understanding held with external providers Following the 2019 Managing National Assessment review the Principal's Nominee and Data Manager have developed a centralised system for checking that all Memoranda of Understanding held with external providers are current, the organisations hold consent to assess for the relevant standards. These

are reconciled with grades reported to NZQA. This new system ensures that effective checks are made prior to results being reported to NZQA. This is effective practice and ensures that only valid results are reported.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- report unexpected grades to NZQA for all external standards

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- informing students about the use of their Learner login.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Wesley College has effective processes and procedures for:

- communicating assessment policy and procedures to staff, students and their whānau in a variety of paper-based and digital media
- ensuring students receive course outlines containing consistent assessment information
- supporting teachers new to the school with buddying arrangements
- regularly reporting on student's progress towards their qualifications and providing access to results through the student and parent portal
- reviewing communications to ensure they are fit for purpose and current.

Wesley College assists common understanding of assessment practice by:

- strengthening teacher understanding of assessment processes and practice such as resubmission.
- sharing NZQA Circulars and Mythbusters with relevant teachers
- addressing students in assemblies and through their academic mentoring programmes to support them to understand assessment processes and what they need to achieve their qualification
- providing NCEA information on the school's intranet and through Principal's newsletters
- encouraging teachers to become part of professional subject associations, engage in professional learning and share their understanding with staff.

Updated staff and student handbooks Since the last Managing National Assessment review the school has updated the staff handbook to provide clearer advice on internal and external moderation requirements. These sections are written in Plain English. The moderation process is now clearly sequenced. Some teachers explained that this review has supported them to better understand purposeful selection for internal moderation and that it encouraged them to reflect and take action on the findings of external moderation. The student handbook has been simplified. The next step will be to fully embed all teachers' understanding of sufficiency of grade verification as detailed in the internal moderation section of this report.

Planned update to information on the school's new website The school has recently redesigned its public website and is looking at ways in which assessment information can be provided and linked on this site.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.