Managing National Assessment Report

Waiuku College

August 2021

What this report is about

This report summarises NZQA's review of how effectively Waiuku 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
- *Managing National Assessment, Teacher Handbook, Waiuku College 2021* (Staff Handbook)
- *Student Handbook, National Qualifications, Waiuku College 2021* (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 – Curriculum/Assessment
- Heads of Faculty for:
    - Physical Education
    - Science
- Heads of Department for:
    - Business Studies
    - Drama
    - Music
    - Physics
- a Teacher of:
    - Physics
- three students.

There was a report-back session with the Principal, Deputy Principal Curriculum/Assessment and the 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

Waiuku College

11 August 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.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2020 due to the disruptions related to COVID 19.

What the school is doing well

Waiuku College continues to ensure it has processes in place to deliver credible assessment and quality assured student results. The new Principal, appointed this term, is establishing new directions through engaging in several review processes around equity, pathways and digital tools.

The school is considering equity issues through the delivery of its curriculum to better meet student needs. This is occurring in a context of leadership change. Its strategic intent of Titiro Teitei - "Effort and Excellence" aims to meet the needs of all learners.

The range of academic and vocational pathways available to students is under review, especially at Year 11, to ensure courses meet all students' needs and aspirations. This process will involve reconsideration of timetabling structures to better support access to academic pathways for some groups.

The school is giving ongoing consideration to its Science, Technology, Engineering and Mathematics equity data as this relates to student pathways. As part of this change process senior leaders are considering staff and student voice to develop their strategic vision.

As a result of schoolwide data review, new digital tools are being utilised to improve the Principal's Nominee's overview of entry and results data and to provide staff with more accessible shared storage for student assessment materials. This is improving authenticity checking and moderation monitoring. The Senior Leadership Team has introduced a new student management system and is currently providing staff with professional development in the use of this system. In 2020 the school trialled digital examinations at two levels in one subject area and at one level in two other subject areas and plans to continue this engagement across several subject areas in 2021. Each of these digital strategies is designed to better meet student assessment needs.

The experienced Principal's Nominee develops Head of Faculty and teacher capacity by providing assessment and moderation leadership. She attends Senior Leadership Team meetings and regular Head of Faculty/Department meetings. In addition, she

runs effective evidence-based checking systems to audit assessment practice and check entries and results data.

The Senior Manager Curriculum effectively uses data to monitor and track student achievement progress and to identify students at risk of not achieving their qualification.

The school communicates assessment information with students and their whānau through its website, newsletters and through a range of face-to-face meetings.

Areas for improvement

Improved data reporting and analysis is needed to better support the school's strategic planning. The Principal has agreed there is a need to re-establish a system for Heads of Faculty to report their annual data analysis to the Senior Leadership Team. This system will provide much greater focus on resourcing to support student learning and assessment needs.

A timely and documented evaluation of the effectiveness of the response to external moderation through action plans is needed. These plans are developed by the Principal's Nominee with advice from Heads of Faculty/Department. Documented monitoring of their completion will provide oversight of changes made to storage of assessment materials and confirm the effectiveness of new verifiers. As a next step the Principal's Nominee will strengthen follow-up to external moderation action plans by evaluating these plans to ensure they effectively resolve any ongoing issues.

An agreed action and several areas for the school to consider are detailed in the body of the report.

Agreed action

The school agreed that the following actions will improve the quality of their assessment systems. These are to:

- develop a system for reporting data from Heads of Faculty to the Senior Leadership Team to support course design by analysing and evaluating the effectiveness of learning and assessment programmes

- Strengthen follow-up to external moderation to improve outcomes.

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5 October 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 18 April 2016 Managing National Assessment Report   The school has addressed all four action items from the 2016 Managing National Assessment report. The Principal's Nominee:

- checks storage of material for external moderation through a documented annual quality assurance visit to faculties/departments

- ensures that all student entries have a result reported or are withdrawn by the December deadline

- checks that all Memoranda of Understanding are current and reconciles these with results reported to NZQA

- has developed a brief student handbook that is available on its website.

These are effective responses.

Response to external moderation outcomes   The Principal's Nominee plans to strengthen the school's system for responding to external moderation outcomes by evaluating the progress made in resolving action plans. This will include documenting improved storage of assessment materials, changes in verifiers and any professional development needs. The new steps in this process will support improved schoolwide responses and ensure actions are completed.

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 is continuing to develop its capability for self-review. This term the school has a new Principal. He is considering the data and refocusing the Senior Leadership Team's strategic intent, Titiro Teitei "equity and excellence" to develop improved access to academic pathways for all students and reassess the nature of vocational pathways offered in the changing work environment. Teacher professional development is supporting these changes.

The new Senior Leadership Team is encouraging a review of schoolwide ownership of data to support decision-making. Improved data sharing will better support equity and improved course design by allowing trends and issues to be identified. It will also improve transparent storage systems, authenticity and accessibility for moderation monitoring systems.

The school has identified a need to provide targeted professional development through surveying staff needs to build teacher capability and support this change. This is effective practice. In addition, further consultation with the community and students over change is continuing to develop student agency.

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)

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

- ensuring that over eighty-five per cent of students in Year 12 gain Level 2 NCEA

- offering opt-in whānau classes for students from 2020 through provision of appropriate and culturally relevant contexts to improve student engagement

- providing optional standards within courses to meet individual student needs

- offering a range of vocational pathways including for example, Primary Industry, Services and Building and Construction Trades and the school's Gateway programme; and engaging with local businesses in this process

- supporting applications for students who are identified as eligible for special assessment entitlements by using school-based evidence for most students

- using remote learning to extend the number of subjects on offer

- assessing when ready.

Waiuku College has effective processes and procedures for:

- using a range of strategies to ensure that student work is credible and authentic

- providing a process for missed and late assessments

- providing valid practice for students to engage with resubmission and further assessment opportunities

- managing student appeals

- using processes of natural justice to manage and investigate breaches of assessment conditions

- ensuring derived grades are based on standard-specific, authentic evidence that has been subject to a quality assurance process

- meeting the requirements of the *Privacy Act 2020*.

Academic counselling changes format   In 2020 academic counselling changed format with students booked in over a period of two days on their return to school. This was a result of COVID 19 lockdown. Each student had a member of the Senior Leadership Team or an experienced Middle Manager to provide targeted advice on their assessment progress. The school noticed effective engagement from both mentors and students through this system and will continue to engage with this effective practice this year and in future.

Digital examinations and next steps with Learner login   In 2020 the school successfully took part in digital examinations for the first time at two levels in one subject area and at one level in two other subject areas. The school will continue to engage with digital external assessment in 2021 by entering in more subjects. To support students in preparing for this development the school plans to ensure a

greater percentage of students access their Learner login. This will allow students to access their entries and results and processes such as review and reconsiderations at the time that external results are released in January. Currently only 26 percent do so, although it is acknowledged that many students check their progress through the student management system. The percentage of students accessing their Learner login can be increased through monitoring NZQA's Learner login data reports. These show recent student access and will allow effective follow-up with those who have yet to access their Learner login.

Science, Technology, Engineering and Mathematics (STEM) and support for Māori and Pasifika students to improve outcomes   School leaders are planning to improve access to STEM pathways for Māori and Pasifika students by continuing dialogue with each student and by changing the timetable structure to provide better access to ongoing academic courses for all students. The school's statistics still show a gap in achievement between Māori and Pasifika students and others. Barriers to access and pre-requisites have been removed at standards level but the timetable still tends to silo students into either academic or vocational pathways by ethnicity. The planned changes will provide effective next steps to students by providing academic access through both pathways.

Pathway planning to meet student needs   Heads of Faculty are engaged in an iterative process to develop academic pathways that will better meet student needs, especially for Māori. The school plans to provide the possibility for all students to keep academic options open so that they can achieve their goals through to Level 3 and University Entrance. Faculties have inquired into achievement rates for Māori boys through Eke Whakamaua. This has resulted in course proposals for Te Ao Haka and Education for Sustainability for 2022 to better meet student needs. As a next step the school plans to review its Year 11 pathways so that these provide more cohesive course design to meet student need. To support this ongoing review the school is beginning to gather student voice from Māori and a small Pasifika cohort, and local iwi voice from Ngati te Ata.

To make these changes the school is building capacity through the use of new digital tools. This is to ensure improved accessibility of data, providing the means to better manage authenticity and ensure consistency in storage of assessment material. A further recent change to the student management system will provide students with improved agency in tracking and monitoring their own progress. The momentum of this change has built recently with many new appointments to the Senior Leadership Team and the Board of Trustees.

For consideration

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

- developing further strategies to address inequalities in STEM entries and attainment for Māori and Pasifika students.

- checking that all students have accessed their Learner login.

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)

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

- critiquing assessment materials prior to use

- using clarifications documents to support teacher understanding of the requirements of the standard

- using subject specialists from within and outside the school to verify a purposefully selected sample of student work

- holding benchmarking meetings in departments to gain a common understanding of the standard and ensure professional learning

- documenting the internal moderation process on an *Internal Moderation Cover Sheet* which are monitored by the Principal's Nominee for completion

- maintaining current exemplars of student work to provide examples of accurate grade boundary decisions.

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

- using its student management system's random generator to select samples of student work to meet NZQA requirements

- encouraging staff to request standards that will contribute to the school's external moderation plan and on which they would value feedback

- submitting assessment materials to NZQA digitally where student evidence is completed digitally.

Strengthening internal moderation monitoring   With a number of digital changes occurring in the school the Senior Leadership Team considers it timely to introduce a schoolwide digital storage policy for completed *Internal Moderation Cover Sheets* so that these are visible to the Principal's Nominee for checking. Currently Heads of Faculty email advice of completion to the Principal's Nominee but this has not always enabled full consistency around storage requirements. An evidence-based system using digital tools will support a more transparent system for checking stored materials. This can also provide the Senior Leadership Team with more consistent assurance that internal moderation is complete before results are reported to NZQA.

Strengthen external moderation follow up   Currently teachers provide their Head of Faculty and the Principal's Nominee with a response to external moderation. Action plans are created by Heads of Faculty/Department where needed. These are shared with the Principal's Nominee who confirms and manages them through a centralised spreadsheet. She makes strategic visits to all faculties/departments to check compliance with external moderation requirements and checks progress on the action plans in Term 4.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- Strengthen follow-up to external moderation to improve outcomes.

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)

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

- identifying and tracking learners at-risk of not achieving a NCEA qualification

- providing appropriate support with attention to the disparity for Māori boys at Levels 1,2 and 3 and University Entrance

- providing data summaries designed to help whānau discuss student progress toward qualifications at report evenings

- tracking literacy and numeracy through the Deputy Principal/ Curriculum and Assessment at Level 1 to ensure that at least 90 per cent of students achieve this in Year 11.

Waiuku College reports accurate achievement data by:

- ensuring regular submission of data files to NZQA

- making timely entries for external examinations

- withdrawing internal entries where no result will be reported, and the student has not had an adequate opportunity to be assessed

- checking Key Indicators to ensure that results reported are those for which the school holds Consent to Assess

- reconciling Memoranda of Understanding held with external providers with actual results reported and ensuring the correct provider code is used.

Reinstate annual data analysis reports   The school needs to develop a standardised data report from each faculty to inform changes to course design that best meet student needs. For the past three years there has been no standardised reporting process for annual longitudinal and comparative feedback to the Senior Leadership Team by Heads of Faculty. While the Deputy Principal Curriculum tracks student progress and Heads of Faculty/Department conduct their own annual analysis, this is not shared schoolwide.

A more coherent system of data analysis will provide the Senior Leadership Team with a clearer understanding of schoolwide assessment information and a robust comparative and longitudinal analysis from each faculty. This will ensure that patterns and trends can be identified. It will allow issues to be addressed and resolved, both in departments and through schoolwide goals. In addition, it will allow senior leaders to develop strategic understanding to better meet student needs. By connecting data analysis at all levels the school can more effectively use evidence to support its strategic plan.

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:

- develop a system for reporting data from Heads of Faculty to the Senior Leadership Team, to support course design by analysing and evaluating the effectiveness of learning and assessment programmes.

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))

Waiuku College has effective processes and procedures for:

- ensuring students receive standardised outlines for all courses they undertake

- communicating assessment policy and procedure to teachers, students and their whānau through digital means

- supporting teachers new to the school to understand standards-based assessment

- running awards assemblies to recognise student achievement

- providing careers guidance and offering careers advice through a dedicated Kaitautoko for Māori students

Waiuku College assists common understanding of assessment practice by:

- publishing staff and student handbooks on its website to ensure these are accessible

- providing a schoolwide assessment calendar to minimise assessment scheduling conflicts

- informing teachers about assessment best practice and providing opportunities to discuss changes

- using NZQA *Mythbusters* to keep teachers informed about best practice

- encouraging teachers, especially those in single-teacher departments, to take part in subject associations and maintain professional contacts

- sharing assessment updates with the community through the school's newsletter

- maintaining an effective relationship with the Examination Centre Manager.

Update staff handbook for clarity Communications in the staff assessment handbook could be more succinct. There is repetition in this booklet mainly in the guidelines section. In addition, some teachers currently use the word "reassessment" as a catch-all to cover both resubmission and a further assessment opportunity. Schoolwide understanding can be strengthened in the school's documentation to clarify understanding of its current good practice.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- editing documentation in the staff handbook to remove repetition and clarifying definitions to remove any confusion.