

# Managing National Assessment Report

## Onewhero Area School

September 2022

# FINDINGS OF THIS REVIEW

## Onewhero Area School

07 September 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 2021.

### Actions and considerations

#### Agreed actions

The school agreed that the following actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Ensure external moderation action plans are completed and monitored for effectiveness in resolving identified issues	November 2022
<b>Credible assessment practice to meet student needs</b>	
Ensure that internal entries are withdrawn or results reported if students have had an adequate opportunity to be assessed	December 2022
Review the staff handbook to align with current good assessment practice	Immediate
<b>Internal moderation to ensure the reporting of credible results</b>	
Strengthen teacher understanding of the purpose of internal moderation	Immediate

### **For consideration**

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

- requesting standards for the school's external assessment plan
- using the request for clarification process for external moderation
- further developing student use of the Learner login.



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28 October 2022

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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 August 2018 Managing National Assessment Report** One of the two action items from the previous Managing National Assessment review has been addressed. The Principal's Nominee ensures that grade verifiers are suitably qualified subject specialists. This is important in ensuring student work is at the level of the curriculum and that grade boundary decisions are accurate.

Ensuring all entries had a reported result was partially addressed in 2019 and 2020. It requires further ongoing action to be fully resolved as the number of entries without a result was above the national percentage for this measure in 2021. The school needs to consider how it can effectively manage mark book checking processes throughout the year to resolve this. The increase is partially a result of retaining internal entries during COVID 19.

By embedding checking throughout the year the school will better reflect actual student progress and provide an accurate record to assist with tracking towards qualification completion. The Principal's Nominee will remind teachers prior to the 1 December file submission in 2022 to report a result or withdraw the entry if the student has not had an adequate assessment opportunity.

**External moderation processes and response to outcomes** Staff review and make improvements to practice in response to feedback from external moderation reports. Where inconsistencies with the standard are identified by the moderator the Principal's Nominee holds a conversation and documents the planned outcomes in a Response to External Moderation plan. These plans ensure professional development to assist teachers to better ensure assessor judgements are consistent with the standard and student work is at the level of the curriculum, adjust assessment materials and access suitable grade verifiers.

During the review the Principal's Nominee agreed that a further check of the completion of actions in these plans will provide senior management with a check to evaluate the effectiveness of actions undertaken. This data can then act as a lens on strengthening internal moderation systems.

**Encourage teachers to select standards for the school's external assessment plan** The Principal's Nominee identified that while teachers are informed that they can choose standards for the school's assessment plan this option is not consistently used. As a next step and to encourage teachers to develop their understanding of standards she plans to highlight this process especially where teachers would value feedback through the school's external moderation plan. This is important in developing improved teacher understanding of the levels of the curriculum and grade judgements or boundaries, especially where teachers have assessed a new context or standard.

## 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)*

The school is developing effective internal review processes at all levels. The senior leadership team has used its Principal's Statistics and NZQA Science, Technology, Engineering and Mathematics data to identify a need to strengthen academic and vocational support for Māori students to ensure they are best prepared to meet their assessment goals and aspirations. They have established a whānau class at Years 9 and 10 and wananga at Year 11 is combined with nearby Tuakau College. Through gathering qualitative data, student voice and identifying factors such as motivation, aspiration and attendance, the school has evaluated that these classes are sustaining student engagement with learning and assessment. It plans to build on success by extending the class to Year 11 in 2023. At NCEA years 12 and 13 students are experiencing success through STEM Pūhoro Academy at Auckland University. The school reports that each of these initiatives are successful in engaging students in their learning and assessment.

**Evidence-base used to review delivery of assessment** The school's review of data, including student, teacher and parent voice, shows that internal assessment works best for its students, especially those engaged in pathways to trades or local industry. In 2019 the curriculum committee introduced a semester-based system to validate students' experience of success in internal assessment during the first semester and develop readiness to be assessed against external assessments in the second semester. This is supported with a 6-day timetable and 75-minute lesson times to deepen learning and engage in assessment in practical subjects. Student ownership of assessment outcomes is supported through whānau teacher conferencing and effective careers counselling to best individualise programmes that meet students' academic or pathways progress needs. The effectiveness of this initiative has been reviewed through student achievement data across all levels and for University Entrance, student and whānau voice, and has been evaluated as meeting student need.

**Literacy and Numeracy** Since 2020 the school has reviewed its engagement with offering the Work and Study Skills standards for numeracy. The Senior Leadership Team meet to discuss and summarise strategies currently used to deepen engagement with Literacy and Numeracy and to consider culturally responsive and innovative teaching and assessment. The school has identified that engagement with achievement standards is meeting student needs for 100 per cent of year 11s and wants to maintain and verify this success through a commitment to the introduction of Literacy and Numeracy co-requisite assessments in 2023. This review is considering cultural contexts so that students are best developing readiness to be assessed.

## Credible assessment practice to meet student 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)*

**Programmes to meet individual needs** Onewhero Area School offers a range of assessment opportunities to students that meet student interests and career aspirations. Over the past year COVID-related disruptions have meant the school has adapted by making more use of external providers through STAR courses and TRADES Academies run through Manukau Institute of Technology and Wintec to provide pathways into a range of trades.

**Special Assessment Conditions use school-based evidence to support students** The school identifies and makes applications for students who may be eligible to use special assessment conditions to remove barriers to fair assessment. Improved accessibility to testing and use of school-based evidence has removed any stigma attached to identifying students who may be entitled to special assessment conditions. In addition, use of special assessment conditions has been well communicated with parents and whānau. This is effectively meeting student needs to remove any cultural or cost barriers to the accessibility of special assessment conditions.

**Extend the use of the NZQA Student and Learner Login** To position the school and students to take part in digital practice and NCEA digital examinations the school should consider developing strategies to support students to register for and use their Learner login. While students can see their results through the school's online portal, it is through their Learner Login they can:

- check the accuracy of their internal assessment entries and the results reported to NZQA
- order copies of their qualification certificates
- view external assessment entries, results, and examinations papers to apply for reviews and reconsiderations
- order an official copy of their Record of Achievement

By January 2021 53 per cent of senior students had used their Learner Login.

**Unexpected event grades and derived grades** The school needs to submit unexpected event grades in case there is an unexpected event declared by NZQA. Currently the school submits these for two thirds of students. By ensuring these grades are submitted for all students the school will be prepared to provide Unexpected Event Grades or make Derived Grades applications where this may be needed.

**Improved use of data to identify student assessment needs** By ensuring that entries and results data is accurate and up-to-date students will more easily be able to track their progress than if they have more entries in the system than they are likely to be assessed against. Currently predictive data is used to estimate student's likely credit totals and to support students to attain their qualifications goals. This analysis is shared with students during their academic conferencing and extended whānau time. Through more embedded data checking students will have better access to their own tracking and shared data for conferencing. In addition these

checks will support discussions over risk data shared in the school's syndicate meetings to support interventions such as offering further valid assessment opportunities. Strengthened practice will more effectively meet student needs.

#### **Update the staff handbook for currency and consistency with actual practice**

There is a lack of consistency in information shared through the staff handbook. The staff handbook should be updated immediately for currency and accuracy as discussed during this review, and to reflect actual practice and support common understanding. This is because the handbook does not align with actual practice as described by all teachers interviewed and syndicated through other communication channels such as staff meetings, shared assemblies, parent evenings and newsletters. The school can consider hyperlinking to the current version of the NZQA website to ensure currency.

### **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)*

#### **Suitably qualified subject specialists used to verify a sample of student work for each standard**

Since the last Managing National Assessment Review the Principal's Nominee has effectively required teachers to make contact with suitably qualified subject specialists in other schools or through their subject associations. This is particularly important as many teachers work in single teacher departments. They use internal moderation cover sheets to record critiquing and verification decisions and ensure that a second set of eyes has viewed a sample of student work for each standard. This practice is used to assure the Principal's Nominee that all standards have been subject to an internal moderation process before results are reported to NZQA.

**Strengthen understanding of the purpose of internal moderation** Strengthened documentation of the discussions over explicit reasons for grade boundary decisions will assist teachers to develop their understanding of the purpose of internal moderation. This review identified that understanding of the purpose of internal moderation needs to be strengthened for some teachers to add consistency to reasons provided for grade boundary decisions. Teacher understanding can be further supported through use of clarifications requests. These strategies have the potential to develop teacher confidence in assessor judgements, reduce workload and provide a resource for future reference.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Onewhero Area School has effective processes and procedures for meeting the assessment needs of their 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 to offer courses 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
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Onewhero Area School 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
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Onewhero Area School 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 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.

**Onewhero Area School 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

## **Effective management and use of assessment-related data**

**Onewhero Area School 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.

**Onewhero Area School 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 student and teacher checks of entries and results at key times during the year
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

## **Effective communication to inform staff, and students and their families / whānau about assessment**

**Onewhero Area School has effective processes and procedures for:**

- 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.

**Onewhero Area School 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 Onewhero Area School:

- 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 / 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
- *Onewhero Area School – Managing NZQF Staff Handbook 2022* (Staff Handbook)
- *Onewhero Area School 2022, Student Handbook* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee/ Deputy Principal
- Heads of Department for:
  - Health and Physical Education
  - Languages
  - Mathematics
  - Science
  - Social Sciences
  - Technologies
- three students.

There was a report-back session with the Principal / 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.