

Managing National Assessment Report

Coromandel Area School

August 2023

FINDINGS OF THIS REVIEW

Coromandel Area School

15 August 2023

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 2022.

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 2022.

Actions and considerations

Agreed actions

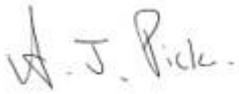
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Monitor the completion and effectiveness of external moderation action plans	Immediate and ongoing
Review the staff handbook to align with current practice	By the start of 2024
Credible assessment practice to meet student and ākonga needs	
Schedule checks of entries and results to resolve data errors in a timely manner	Immediate and ongoing
Internal moderation to ensure the reporting of credible results	
Ensure materials are appropriately stored in all subject areas	Immediate and ongoing

For consideration

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

- seeking ways to provide staff with means to track and submit internal moderation digitally.



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School Quality Assurance and Liaison

18 October 2023

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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 5 September 2019 Managing National Assessment Report

The 2019 review required the school to clarify the school's expectations of the use of student work as exemplars. This has been completed by requesting permission to use student work as exemplars on the grade acceptance coversheet. The school has completed the recommended changes to the staff handbook outlined in the previous Managing National Assessment report. There is a follow-up action on communication outlined under the Internal Review section of this report.

External moderation response to outcomes and processes The Principal's Nominee has effectively sustained submission and follow-up action planning processes amid the difficulties encountered by the Coromandel in 2022 and 2023. This has ensured that teachers continue to engage with external moderation processes. Each teacher reflects on their external moderation report and meets with the Principal's Nominee to ensure that follow-up actions are noted. These continued actions ensure professional development and support for teachers to understand external moderation processes, leading to improved rates of agreement with the standard.

The school needs to continue to monitor the completion of action plans to provide specific professional development in those few areas where there is inconsistency. A further check to evaluate the effectiveness of action plans is also required. Once these steps are in place the school will be well positioned to maintain external moderation across all subject areas. This will ensure external moderation serves as an effective tool to examine internal quality assurance processes.

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)

Leadership change creates opportunities for internal review To resource a time of leadership transition, new teachers have been partnered with existing and experienced teachers to make the most of capability. The school has a new Principal starting at the end of August. This presents the opportunity for the new leadership team to consider strategic goals, digital workflows and further professional development opportunities to support good assessment and moderation practice. This year the Principal's Nominee temporarily undertook the role of Acting Principal in term 3 and has continued to manage quality assurance processes this term.

Developing mentoring skills to support NCEA The senior leadership team has reflected on student achievement and has identified initiatives that will improve the integrated nature and depth of the courses that lead to the qualification achieved by year 11-13 students and ākonga, especially Māori students. It has identified the need for a mentoring programme that supports goal setting and career pathway discussions to better support students to attain NCEA. Small mentor groups meet three times a week to discuss and provide resources to enhance student progress. Where further assistance is required, efforts are intensified by offering specialised interventions that are particularly tailored for smaller groups of students, for example

in writing or numeracy. The school identified the importance of mentors knowing their students well, and mentors progressing with the same students through the levels of NCEA.

Familiarisation with Digital Assessment supports NCEA Change The school has identified the need to engage students and ākonga with their Learner login and provides them with digital familiarisation so that they can use these platforms and are supported towards the introduction of Level 1 NCEA in 2024. The benefits of accessing the Learner login include students and ākonga being able to access and check their own NZQA record of achievement, apply for reviews and reconsiderations of external examinations, order certificates and track their own progress. Each of these functions adds agency for learners.

Offering Literacy and Numeracy Common Assessment Activities The school has begun to prepare for the digital assessment of the literacy and numeracy Common Assessment Activities (CAAs) in 2024 by offering these in 2023. This is establishing baseline data for the school while providing a means to review student and ākonga assessment and learning needs. Historically unit standards have provided a means for students to meet literacy and numeracy requirements. This year the Year 10 cohort and a group of Year 12 students, whom the school considered ready to be assessed, completed the CAAs in literacy and numeracy in term 2 and further entries will be made for the second opportunity in term 4. The school's data evaluation of the first set of results shows a need to develop further targeted support with writing for students and ākonga.

Review the staff handbook The staff handbook is a lengthy document that should be reviewed to ensure consistency, remove repetition and be updated so that it is fit for purpose. This will include amending references to random selection, the National Qualifications Framework, and fees for late Special Assessment Conditions applications. This will support teacher understanding of assessment processes, and better align with current NZQA assessment advice shared in staff meetings by the Principal's Nominee. As part of this review the school could consider hyperlinking the document to NZQA's website.

Credible assessment practice to meet students and ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

The school uses the flexibility of NCEA to offer meaningful learning contexts from which assessments are developed. Years 10-13 secondary students are working towards NCEA qualifications, and their school learning is supplemented through Volcanics e-learning Community, Te Aho o Te Kura Pounamu, Gateway and Wintec polytechnic opportunities and local courses. Learning pathways are individualised through semester programmes and while a small number of students and ākonga progress to tertiary education outside of the community, many return to work in local trades and maritime industries. Senior syndicate leaders regularly check student progress and students interviewed were able to explain their goals and conversations mentors had held with them to support career aspirations.

Teachers use a variety of evidence-gathering methods including visual and oral evidence to support student strengths. Students and ākonga engage in fieldtrips and a range of practical and project-based tasks as part of their assessment programme. These assessment methods are used to build student engagement and enable them

to present their best evidence of achievement. Students and ākonga also have the option to take part in Te Ao Māori and are working with their two whānau teachers in culturally appropriate contexts that engage student interest. For example, this year Matariki formed the thematic basis for assessments offered through Manaaki Marae standards, Te Ao Māori, Tikanga and Social Science courses at senior levels. In previous years identified student needs led to providing contexts in Ngā Toi.

Improve data checking To reduce the number of entries without results and the number of late entries for external examinations, the school should institute a schedule of checks before key NZQA deadlines including 1 September and 1 December. This will assist teachers to track student and ākonga progress and confirm whether they have had an adequate opportunity to be assessed.

Use of school-based evidence for special assessment conditions applications

Since the last Managing National Assessment review the Learning Support Co-ordinator has more effectively used school-based evidence tools to identify learners who may be entitled to special assessment conditions. This is providing a way to normalise meeting the assessment needs of students with specific learning difficulties.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

The school has processes to ensure internal moderation is completed for each standard prior to the submission of those results to NZQA. During this review all teachers interviewed could provide samples of their internal moderation cover sheets, including critiqued assessment materials and evidence of the verification of a sample of student and ākonga work. They use benchmarking meetings and maintain current exemplars as effective moderation practices to support assessment against the standard. Many teachers at Coromandel Area School work as sole teachers and are encouraged to seek support from suitably qualified subject specialists outside the school. They engage in professional dialogue with teachers in other schools, become members of subject associations and speak with subject advisors to develop their understanding of standards.

The Principal's Nominee explained she is aware that in two subject areas teachers need to ensure more consistent storage practices so that materials for external moderation are available in a timely manner. There are examples of existing good practice within the school that should be shared to model best storage practice. The Principal's Nominee checks cover sheets before results are reported to NZQA, and audit folders for completion.

To update its processes, the school may want to consider systems that will allow internal moderation materials to be stored and tracked digitally. Professional development is being provided by the Principal's Nominee and a senior syndicate teacher to ensure teachers know to store all assessment materials, schedules and samples of student and ākonga work, even when there is a very small sample of student work for each standard available. The school's expectation is that these are retained in a secure file in departments until they are submitted to the Principal's Nominee who enters the grades for students.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students and ākonga

Coromandel Area School has effective processes and procedures for meeting the assessment needs of its students and ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on students and 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 students and ākonga can present their best standard-specific evidence of achievement
- assessing students and ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet students and ākonga needs
- ensuring teachers are aware of individual students and ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment
- identifying and providing support for students and 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.

Coromandel Area School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating students and ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of students and ākonga work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding students and ākonga privacy in the issuing of students and ākonga results.

Effective internal and external moderation to assure assessment quality

Coromandel 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 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 students and 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.

Coromandel Area School has effective processes and procedures for managing external moderation by:

- selecting sufficient samples of students and ākongā work 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

Coromandel Area School effectively uses assessment-related data to support achievement outcomes for students and ākongā by:

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

Coromandel 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

- 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 ākonga and their whānau about assessment

Coromandel Area School has effective processes and procedures for:

- ensuring students and ākonga receive outlines for courses they undertake
- supporting students and ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students and ākonga 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

Coromandel 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 and ākonga
- informing students and ākonga about suitable learning pathways
- supporting students and 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 Coromandel 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 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 2022* (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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023*.

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
- *NCEA Teacher's Handbook, Coromandel Area School Handbook 2023*
- *NCEA Student Handbook, Coromandel Area School 2023.*

The School Relationship Manager met with:

- the Principal's Nominee
- Head of Department for:
 - Mathematics and Science
- Kaiako in Charge of:
 - Te Ao Māori
- Teacher in Charge of:
 - Hospitality
 - Performing Arts Technology
 - Social Sciences
- Teacher of Mathematics
- two students and ākonga.

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.