

Managing National Assessment Report

Ōtūmoetai College

October 2021

What this report is about

This report summarises NZQA's review of how effectively Ōtūmoetai 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
- *Ōtūmoetai College Learning Areas 2021*
- *Ōtūmoetai College Assessment Procedures (v6) 2021*
- *Ōtūmoetai College Staff Handbook 2021*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- Deputy Principal – Teaching and Learning
- the Principal's Nominee
- Leaders of Learning:
 - English
 - Māori
 - Physical Education
 - Science
 - TiC Science moderation
 - Social Studies
 - Technology
- 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

Ōtūmoetai College

28 October 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 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 COVID pandemic.

What the school is doing well

Ōtūmoetai College has effective processes to ensure programme planning and pathways effectively provide authentic learning and assessment opportunities to meet the needs of their students. Assessment opportunities and practices are co-constructed by staff and students. The school has developed a broader curriculum that provides a wider range of courses, and increased assessment activities based around student ability levels and interests.

Self-review continues to be embedded, culturally responsive and effective, to support high levels of student engagement and attainment. Thorough analysis and use of data and student voice the school is able to respond effectively to identified issues, develop and monitor progress towards strategic goals, and improve outcomes for students.

Consistently high levels of student achievement at all levels provides evidence of the effectiveness of the school's approach to assessment practice.

The school has credible assessment practices and robust quality assurance processes. Staff ensure all internal assessment tasks are critiqued before use and purposefully select samples of student work for verification. The school has effective processes for ensuring the achievement data reported is accurate and timely.

External moderation is an embedded process. Heads of Departments actions taken in response to issues identified in external moderation reports are completed in a timely manner.

The Senior Leadership Team, Deans and teachers use data to set strategic school, department, and individual student goals. Data is also used effectively to track student achievement and identify those at risk of not meeting qualification requirements. Accurate assessment data is regularly reported to NZQA.

Information about the changing face of assessment is regularly provided to staff, students and their whānau in a variety of physical and digital formats. This allows them to gain a common understanding of the NCEA requirements to gain a qualification, and school assessment policies and procedures.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson
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School Quality Assurance and Liaison

21st December 2021

NZQA

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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 Item from 8 September 2016 Managing National Assessment Report

The agreed items from the 2016 Managing National Assessment review have been actioned. The internal moderation monitoring system has been strengthened by the Principal's Nominee reconciling documentation with actual assessment practice. This occurs during meetings between the Principal's Nominee and Heads of Department, as part of the school's ongoing review. Student privacy is protected when signing acceptance of grades.

External moderation outcomes and response processes have been strengthened The school have developed effective processes for responding to external moderation. The Principal's Nominee reads each report and annotates changes required. Teachers provide a written report to him and to their Heads of Department. Where necessary an action plan is developed, monitored and completion signed off in a timely manner.

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)

Ōtūmoetai College has an effective culture of self-review, based around a shared vision of meeting student needs. All teachers take ownership for ensuring students are provided with the best opportunity to achieve. This culture is underpinned by professional development, student, teacher and parent voice, and collaboration. This has led to a variety of improvements. These include:

- the appointment of a Deputy Principal – Kaitiaki who is actively working with the Science department to increase Māori engagement in the Sciences
- the Whakapiki Ake Project which promotes health studies as a career for rangatahi Māori
- Deans tracking student progress and ensuring that subject teachers are also closely monitoring student progress, to identify and provide interventions, as appropriate for those students at risk of not attaining their qualification goal
- celebration evenings which recognises success in all areas, including a Māori and Pacific evening which recognises NCEA success from the previous year.

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)

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

- using co-construction to create learning and assessment that has relevant context to the students and that engages their interests
- using checkpoints to provide effective feedback and feedforward before an assessment event, to assist students to present their best evidence of achievement
- assessing when ready, as appropriate
- engaging students by using a range of methods to collect evidence of achievement during learning activities and assessment.

Ōtūmoetai College has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide application of procedures for late and missed work, extensions, resubmissions, and further assessment opportunities
- investigating appeals using the principles of natural justice
- using a range of strategies to ensure student work submitted is authentic
- meeting the requirements of the Privacy Act 2020 by ensuring student results remain private and permission is sought to use or share student work.

Culturally responsive approach enhances student achievement success

Ōtūmoetai College continues to provide student focused assessment opportunities, responsive to cultural background. The Deans and teachers know their students well and work with the Deputy Principal - Kaitiaki to further develop courses relevant to the students they teach.

The Deputy Principal - Kaitiaki works with Māori students in Year 11 to 13 to ensure that they are achieving in all subjects and provides a consistent link between the school and whānau.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

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)

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

- ensuring all assessment materials are critiqued prior to use
- using both internal and external subject specialists to verify a purposefully selected sample of student work
- teachers using published clarifications and exemplars to inform their grade judgements during marking
- requiring teachers to document the completion of steps in their moderation processes, including noting grade verification discussion and decisions, on the standard *Internal Moderation Cover Sheet*.

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

- selecting samples of student work to NZQA requirements
- staff strategically requesting inclusion of specific standards on the school's external moderation plan to confirm their understanding of the standards' requirements
- ensuring samples of student work are provided by being adequately stored.

Focus on reducing workload by considering verification requirements for sufficiency The school should consider providing staff with further guidance on sufficient verification by the strategic selection of student work. Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process. 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, the availability of good quality grade boundary exemplars, and number of students assessed.

Low rate of digital submission for external moderation It is recommended that the school support teachers to submit work for external moderation digitally if it is produced digitally. Most students at Ōtūmoetai College are completing work using digital tools. However, the school is currently printing fifty percent of the work out and submitting this physically, which is creating an unnecessary workload.

Advantages of submitting work digitally for external moderation include a faster response from the moderator, less work for teachers and the Principal's Nominee, minimised risk of work being misplaced and easier access to appeals and queries.

No action required

No issues with the school's internal and external moderation were identified during this review.

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)

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

- Heads of Department analysing NCEA data to report annually to the Principal, mapping trends in student achievement and identifying areas for development
- faculties and staff in consultation with the Senior Leadership Team analysing previous years' achievement data to inform current year courses or programme design
- using a new system for student predicted assessment outcomes to further support students to reach their individual achievement goals
- implementing a new school-wide student achievement tracking system
- Parent/Teacher interview days, which further strengthen relationships with family, whānau and the wider community.

Ōtūmoetai College reports accurate achievement data by:

- submitting results to NZQA on a timely and regular basis
- checking for, and correcting where necessary, data submission errors shown on the Key Indicators and data file submission reports from NZQA
- students checking results and personal details held in the school's student management system and reporting any inaccuracies to the Principal's Nominee
- removing, where appropriate, internal entries of students who have left or changed assessment programmes, to ensure all entries have a reported result
- only reporting results for standards for which the school has consent to assess, or against the provider codes of outside providers with whom the school holds current Memoranda of Understanding.

Encourage students to register and use their NZQA Learner Login In January 2020 only 34 per cent of senior students had registered for their NZQA Learner Login. While students can see their results through the online portal to the school's student management system, it is through their Learner Login that students can:

- check the accuracy of their entries and the results reported to NZQA
- order copies of their qualification certificates
- request reviews or reconsiderations of external examination papers
- print an official copy of their Record of Achievement.

The school should develop strategies to support students to register and use their Learner login.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

For consideration

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

- ensuring students register and use their NZQA 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))

Ōtūmoetai College has effective processes and procedures for:

- ensuring students receive appropriate information to help them understand what they need to achieve to gain a qualification
- reporting on student progress towards qualifications by providing all key stakeholders with online access to achievement data held on the school's student management system
- the Principal's Nominee and Heads of Department supporting teachers to understand the processes around reporting student academic success
- communicating information on assessment policies and procedures to the school community through a range of digital and physical formats, including emails, newsletters, and face-to-face meetings
- regularly reviewing communications to ensure they are fit for purpose and current.

Ōtūmoetai College assists common understanding of assessment practice by:

- the Principal's Nominee providing teachers with information about assessment changes and best practice, and giving them the opportunity to discuss changes in school or NZQA requirements at staff, faculty, and curriculum meetings

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.