

# **Managing National Assessment Report**

## **Morrinsville College**

**August 2022**

# FINDINGS OF THIS REVIEW

## Morrinsville College

25 August 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 2020.

### 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
<b>External and internal review</b>	
Strengthen external moderation follow-up by ensuring responses to identified issues are effective.	Applied to the 2023 external moderation feedback and thereafter
<b>Internal moderation to ensure the reporting of credible results</b>	
Strengthen internal moderation processes as detailed in this report.	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:

- review the process for identifying students who may be eligible for special assessment conditions to ensure that students with external assessment are identified and supported
- develop a system to confirm the school's quality assurance of derived grades is evidenced.



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7 November 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 18 September 2017 Managing National Assessment Report**

The required updates to the staff and student information identified in the 2015 and 2017 review have been addressed. The Principal's Nominee documents internal moderation monitoring and ensures all internal results are reported in the year the assessment occurs. School-based evidence is now being used to identify and support applications for special assessment conditions.

**External moderation processes and response to outcomes** The school's follow-up to external moderation requires strengthening to ensure issues are appropriately addressed through the development of effective responses to moderator feedback. A pattern of inconsistent assessor judgements against the standard over several years is present in a number of subjects.

An effective response to external moderation is needed to further develop teachers' understanding of the standard and grade boundaries. This will support assessment decisions being made by assessors which are consistent with the standard.

Learning Area Leaders work with teachers to respond to moderator feedback with the development of an action plan. The effectiveness of the actions in developing teachers understanding of the standard and grade boundaries has not been consistent resulting in assessment decisions not being consistent with the standard. Where this is the outcome for the same standard in a subsequent year, further investigation and follow up should be undertaken. Ineffective responses to external moderation feedback in some areas have contributed to the decline over the past four years of the school's overall consistency of assessment decisions with the standard.

External moderation feedback not only informs understanding of the standards but confirms the effectiveness of the internal moderation process. It is recommended teachers reflect upon their internal moderation processes as part of their response to external moderation. Further details to strengthen internal moderation are in that section of the report.

### 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)*

Morrinsville College's review process is based on a twice-yearly report to the Board of Trustees prepared by Learning Area Leaders after conducting a review with teachers. The Senior Learning Area Report, prepared at the beginning of the year, contains an analysis on the previous year's NCEA achievement and progress toward goals set the previous year. Actions and recommendations for the forthcoming year are also included. This report is updated midyear including students' progress towards NCEA. A Senior Manager supports Learning Area Leaders to work through

the actions and recommendations enabling changes to be made in the current year to support the school's annual plan and strategic goals.

Strong assessment leadership by Senior Management and Learning Area Leaders supports teachers to review and adapt their assessment practice and programmes. Changes in the school's assessment practice have enabled the school to continue to deliver quality teaching and assessment during the Covid-19 disruptions to support student achievement. These changes support the school's current strategic priority to develop differentiated, responsive and flexible teaching and assessment programmes.

Morrinsville College is developing its readiness for the implementation of the NCEA Change Programme in 2024. While digital exams have been offered for a number of years, NZQA digital practice examinations are being offered in 2022 to develop teachers' understanding and use of the Assessment Master platform. This development supports the school's desire to be ready for the "digital first" focus of future assessment.

Improving the achievement of Māori and Pacific students is an ongoing strategic priority. The whānau-based Te Puaawaitanga learning hub is the cornerstone of the school's support for these students. Learning hub teachers in the Te Puaawaitanga are specifically chosen to enable contact with Māori and Pacific whānau, support student hauora and boost student self-esteem. Connections to iwi and hāpu are valued and encouraged in supporting tamariki in Te Puaawaitanga. The success of this programme for Māori and Pacific students is reflected in achievement in NCEA Levels 1, 2 and 3 above national and decile levels for both these groups of students. Ongoing review of the learning hub's role and how students are supported results in it continually evolving to meeting their needs.

## **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)*

**Assessment practices and programmes meet student needs** Learning Area Leaders described flexibility in assessment programmes offered including choice of standards and individualised assessment programmes to meet student interests, strengths or planned future pathway. Evidence collection methods and timelines have been modified, with assessing students when ready being a common practice, along with the use of digital tools to provide feedback during long term assessments.

Learning Area Leaders interviewed demonstrated a shared understanding of the school's assessment systems. Their confidence in leading assessment is a consequence of the formal and informal reflective discussions with the Principal's Nominee and the sharing of practice at Learning Area Leaders meetings.

As a community college the school offers a broad range of vocational opportunities leading to employment and apprenticeships for many students. By extending their consent to assess the school now offers an agriculture course using the school farm. A Military Academy enables Year 10 students to achieve life, self-management and employment skills and an increasing number of students are attending Vocational programmes at WINTEC. These opportunities enable a large number of students to

leave school during their Year 12 year with Level 2 NCEA and progress to their planned pathway.

**Review processes to identify students who would benefit from special assessment conditions recommended** The school should review its processes for identifying students who potentially would benefit from special assessment conditions.

As the NCEA change package will require more students to engage in NZQA external assessments the school is encouraged to evaluate the assessment needs of current Year 10 students to ensure that barriers to achievement are removed for when they are in Level 1 in 2024. In 2022 there are only four student applications for special assessment conditions. Currently the school manages the learning needs of some students through assessment programmes consisting of internally assessed standards. The use of Teacher Aides and alternative methods of gathering evidence supports these students to provide their best evidence.

**Derived grade evidence procedures meet NZQA requirements** The school's derived grade procedures ensure authentic evidence is collected and grades submitted as potential derived grades for an unexpected event have been subject to a quality assurance process. The next step is for the quality assurance process to be documented and the Principal's Nominee to develop a monitoring system.

## **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)*

**Internal moderation processes require review and strengthening** The school's internal moderation requires strengthening to support assessment decisions consistent with the standard.

To help support the further enhancement of teachers' assessment skills, part of Learning Area Leaders monitoring of internal moderation should include a check that:

- reference to NZQA clarifications and exemplars, and previous external moderation feedback has been used to support assessment decisions
- a subject specialist verified the teacher's assessment decisions
- sufficient samples of student work for verification were chosen from around grade boundaries.

It is recommended that the Principal's Nominee's annual Learning Area monitoring of internal moderation processes also include discussion to confirm that:

- appropriate grade verifiers have been used
- a sufficient sample of grade boundaries are verified
- reference to exemplars and benchmarks are part of the process.

This will support school-wide consistency, reinforce effective internal moderation practice, and provide confidence to Senior Management that teachers' assessment decisions are consistent with the standard.

This review also recommends where there are a number of subject experts within a subject area that consideration be given to going outside of the school for verification, for some standards, as over time teachers may have become insular in their view of the standard.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Morrinsville College 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 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 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
- providing expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Morrinsville College 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
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.



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

**Morrinsville College 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 grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

**Morrinsville College 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.

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

**Morrinsville College 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Morrinsville College 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
- ensuring low levels of late external entries, and internal entries with no results
- 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 about assessment**

### **Morrinsville College has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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.

### **Morrinsville College 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 Morrinsville 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

### 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
- *Morrinsville College – Assessment Guide NCEA 2022-2023* (Staff Handbook)
- *Morrinsville College Student Guidelines for National Assessment 2022*

The School Relationship Manager met with:

- the Principal's Nominee and Assistant Principal's Nominee
- Learning Area Leaders for:
  - Agriculture
  - Art
  - Gateway / Careers
  - Mathematics
  - Social Science
  - 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.