Managing National Assessment Report

Opotiki College

May 2024

FINDINGS OF THIS REVIEW

Opotiki College

8 May 2024

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 two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Report a result for all internal entries or withdraw the entry as appropriate	For the reporting of 2024 results
Ensure there is a Memorandum of Understanding with each external provider used by the school.	For the reporting of 2024 results

For consideration

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

- supporting students to login to their NZQA learner login especially prior to digital external examinations.

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Date of Finalised report 10 June 2024

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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 12 June 2019 Managing National Assessment Report Opotiki College has effectively addressed the four action items from the previous MNA report:

- the Staff QMS booklet is reviewed and updated annually to ensure that it is current with school practice and changes to the NCEA rules. This is also supported by the Curriculum Leaders handbook which provides consistency of practice between departments with regards to quality assurance and credible assessment

- resubmission requirements are clearly documented and supported by school-wide professional development to ensure teachers follow the correct process

- the same external moderation response processes have been implemented for all standard-setting bodies as detailed later in this report

- the College now has a clear process to identify students requiring Special Assessment Conditions.

External moderation response to outcomes and processes The school has effective processes in place to ensure that matters raised in moderators' reports are noted and action plans developed to address any concerns. The school now uses this process for all standard setting bodies.

Curriculum Leaders review all external moderation reports and, where needed, develop an action plan in response to issues raised. This process is monitored by the Principal's Nominee or the Director of Senior Curriculum.

To extend good practice the Principal's Nominee and Director of Senior Curriculum will implement a follow up process to ensure that the action plan includes an evaluation of the effectiveness of the actions taken.

Examination Centre Audit The 2022 Quality Assurance check of the school's examination centre identified that the examination centre is compliant.

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)

Opotiki College regards self-review of assessment and quality assurance as an essential element of personal, professional and department improvement. This has assured senior management that any required improvements to credible assessment and quality assurance are effectively identified and actioned. Regular meetings with the Principal's Nominee and the Director of Senior Curriculum enable Curriculum Leaders to discuss and resolve any issues in a timely manner. These meetings are used to discuss assessment issues such as authenticity, timing of assessments, support for students and modifications to programmes of learning. The Principal's Nominee also uses the opportunity to further support Curriculum Leaders with internal and external moderation issues.

Changes to timetable and option structure Opotiki College has explored a variety of ways to allow students opportunities in both vocational and academic subjects, including the provision of blended pathways in response to student need. After trialing several options, the college introduced 70-minute periods with one double period per day with a break in between. This has allowed for the completion of extended practical learning and assessment in some subjects while still permitting flexibility, it also allows the more theoretical subjects a break in between. Teachers talked about improved engagement while meeting the needs of all subjects.

Review of assessment practices and procedures to ensure staff understanding
Each year the assessment policy and practices are reviewed to align with NZQA requirements. The Principal's Nominee uses an online quiz to check staff understanding and knowledge of the school's and NZQA's systems. He uses this to determine the areas that need to be focussed on in staff development sessions to ensure all staff are up to date and have the same understanding.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Meeting the diverse needs of their students Student needs at Opotiki College are being well met through the range of programmes offered. The 'Whānanga week' programme focuses on learning outside the classroom and is practically based, offering a number of Unit Standards with many students gaining credits towards a qualification during the week. It was initiated to bring back students' enthusiasm for learning and coming to school. Following review, staff have improved the programme to include targeted support for literacy and numeracy, especially for those students who may be at risk of not achieving a qualification.

The school also offers vocational pathways which include hospitality to Level 3 and the school's building academy, 'Ringa Raupā', for building and construction to Level 2. This is a fulltime course where students build houses for Kainga Ora in partnership with the local iwi. This has also led to apprenticeships and employment opportunities.

Opotiki College's partnership with Cawthorn Institute and local iwi encourages the learning of Science, Technology, Engineering and Mathematics subjects. A marine biology partnership encourages engagement in Statistics, Science and Biology. This programme has provided students with the opportunity to learn using the most up to date equipment as well as a focus on a localised curriculum including mussel farming.

Staff have found that these programmes have increased student engagement, provided pathways for students as well as broadening staff professional connections to better support learning in a variety of areas.

Review the management of Memoranda of Understanding   To further strengthen the management of Memoranda of Understanding and to ensure all requirements are met the school should add a senior management check of Memoranda of Understanding held with all external providers. The school holds several Memoranda of Understanding with outside providers that offer students assessment in standards for which the school either does not have consent to assess or suitably qualified staff

employed to undertake valid assessment. Results are usually reported to NZQA by the school using the external provider's code. However, at the time of the review some results have been reported by external providers the school does not currently hold a Memorandum of Understanding. A Memorandum of Understanding ensures both parties are aware of their obligations with regards to the teaching, assessment and reporting of results.

Reporting entries with no results recorded   The school needs to strengthen its process to monitor that internal assessment entries without grades are appropriately withdrawn or, where students have had an adequate opportunity to be assessed, a Not Achieved grade is reported. The Principal's Nominee will now ensure entries will be withdrawn if students have not had the opportunity to be assessed to improve the tracking of students' progress towards their intended assessment programme and qualification goals.

Supporting students to log into the NZQA Learner login   As a high number of students entered into digital assessments have yet to log into their NZQA learner login the school needs to put a process in place to ensure that this is done prior to their next scheduled digital assessments the students will be sitting. It is also important for students to access the assessment and also so that they can reconcile the results reported by the school with those held by NZQA and access the other functions available.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Robust internal moderation processes   The school effectively monitors internal moderation to ensure that all internal results reported to NZQA are credible. Internal moderation cover sheets are completed by teachers for all standards where internal results are reported. These are checked for completion by Curriculum Leaders. Internal moderation is stored either in a central drive for digital assessments or in a designated place in the department for paper-based student work.

Checks are made by the Principal's Nominee or the Director of Curriculum to ensure the process has been completed for all standards before results are reported.

The selection of student work for internal moderation is purposeful, focussing on grade boundaries or a greater number of standards if the teacher is not confident or, has a new task or is assessing the standard for the first time.

For standards that the school has consent from the Workforce Development Council to assess, moderation is done with other providers in the area along with an external assessor. This has ensured consistent assessor judgements not only within the school but also across other providers.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Opotiki College has effective processes and procedures for meeting the assessment needs of its 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

- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support

- providing opportunities for digital assessment including digital exams

- identifying and providing support for students 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.

Opotiki 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 grades

- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Opotiki 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 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 student 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.

Opotiki 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

- 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

Opotiki 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

- gathering student 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.

Opotiki 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

Effective communication to inform staff, and students and their whānau about assessment

Opotiki College has effective processes and procedures for:

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

- 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.

Opotiki 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 Opotiki 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 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 NCEA Co-requisite Standards, and Candidates 2024.*

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
- *2024 QMS Document* (Staff Handbook)
- *Curriculum Leader Handbook*.
- *Student and Whānau Assessment Guide booklet* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee / Kaihautū NCEA Pedagogy / Deputy Principal Curriculum
- Director of Senior Curriculum
- Curriculum Advisors for:
    - Art
    - Mathematics
    - Science
    - Social Science
    - Technology
    - Te Reo
- two students.

There was a report-back session with the Principal, Principal's Nominee and Director of Senior Curriculum 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.