

# **Managing National Assessment Report**

**Piopio College**

**August 2023**

# FINDINGS OF THIS REVIEW

## Piopio College

23 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 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

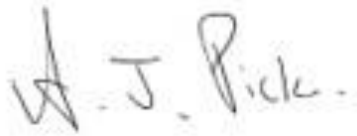
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Improve external moderation follow-up and monitoring to ensure actions resolve issues	Immediate and to support the 2024 moderation round
Clarify how review processes will be embedded	Immediate
<b>Credible assessment practice to meet student / ākongā needs</b>	
Establish a process to ensure all assessments for the purpose of derived grades have been quality assured and grades reported to NZQA	Before the 2023 external examination period
Create a student handbook outlining NCEA and school processes and procedures	Immediate
Review the management of Memoranda of Understanding	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:

- digitally storing all internal moderation assessment materials.



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14 September 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 22 August 2018 Managing National Assessment Report**

The Principal's Nominee has resolved two of the four action items from the 2018 Managing National Assessment review and has made good progress on the third and fourth.

The privacy requirements for reporting student results and managing student work have been clarified. Updated statements within the staff handbook's moderation section confirms the purpose of internal moderation that ensures the credibility of results, the purpose of external moderation and to validate assessment decisions the school is making.

The response to ensuring all entries made to NZQA have a result reported or are withdrawn, and entries for external examinations meet NZQA's 1 September deadline are still being consolidated.

**External moderation response to outcomes and processes** The Principal's Nominee is enhancing the process to monitor the completion of action plans in response to external moderator feedback to ensure the identified actions resolve the issues. Through analysing the effectiveness of these plans and implementing a system of review the school can have assurance in the validity of reported results. The school's process for storing material for external moderation requires improving. The school must submit all moderation materials to meet NZQA expectations. In recent years, certain standards could not be moderated due to the unavailability of materials for submission. Protocols for digital storage and procedures for staff departing the college are in discussion, to prevent a recurrence of situations where past work could not be located after staff had left. Maintaining a consistent submission process to NZQA is essential for supporting accurate assessor judgements and maintaining the integrity of results reported.

**Exam centre quality assurance check** The 2022 Quality Assurance Check of Piopio College's exam centre identified that it was 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)*

At the time of this review a lapse in effective self-review processes was evident and needs to be urgently addressed to ensure that the progress the school has made towards the NCEA Change Programme for Level 1, which becomes mandatory from 2024, does not get derailed. In previous years, teachers and Heads of Faculty reviewed teaching and learning programmes, assessment practices and analysed student achievement with outcomes evaluated by the senior leaders and the School Board to inform schoolwide strategic focus. Building capability through a revised middle leadership structure will allow this process to be reinstated. A process that is essential for transparency, accountability, consistency, and quality control whilst facilitating communication and compliance with NZQA requirements.

Clarity about review processes, especially how the NCEA Level 1 programme will be embedded, is required to enable the school to identify the courses and standards that will best suit the varied and expanding attainment and qualification needs of their students.

**Preparation for the delivery of the NCEA Change Programme** Teachers and students are being prepared for the NCEA Change Programme through the school's involvement in the Te Reo Matatini me to Pāngarau | Literacy and Numeracy corequisites. This participation has allowed students to gain familiarity with digital external assessment and teachers to build confidence in running assessments on the NZQA digital platform.

**Fostering school-wide commitment to NCEA processes** The Principal's Nominee is committed to fostering a school-wide understanding of NCEA processes whilst promoting consistency and accountability. She has begun to effectively lead change to assessment and quality assurance practice, providing teachers with support and clarity around NZQA's processes and procedures. The Principal's Nominee is actively exploring means to further embed good practice and ensure timely reminders and crucial dates are communicated to the staff. She is well supported in her role by senior leaders and teachers, who acknowledged the work she has undertaken to streamline processes to meet school and NZQA expectations.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

**Support for students to achieve** The Principal's Nominee uses achievement data to effectively monitor students' progress. Students are strategically paired with a staff member, and consistent support is provided through regular meetings to ensure attainment of academic goals and qualification completion. Students who are identified at risk of not achieving a qualification may receive additional support which could involve changes to their programme of study, connections with external service providers or moving to a 2-year programme to gain a NCEA qualification. Throughout this process it's ensured that the students' family is kept informed.

**Derived grade quality assurance processes** The school needs to establish a robust process to ensure all assessments for the purpose of derived grades have been quality assured and grades reported to NZQA. The school should follow the same practice to verify the task and the grade as occurs for internal moderation. Using the NZQA derived grade profile report as part of the results review process would further check the validity and credibility of grades and inform changes that may be required to quality assurance processes. These processes are required to ensure students will receive a fair result should a derived grade need to be applied.

**Assessment information to students** Currently, there is no student handbook that effectively communicates the necessary information in clear and understandable language that focuses on enabling students and their whānau to follow school and NZQA processes correctly, or the requirements to obtain a qualification.

During the interviews, students were able to demonstrate some knowledge regarding NCEA processes and who they might approach if they had any assessment concerns. They were able to articulate the requirements for obtaining a qualification and the university prerequisites. However, they displayed some hesitation when

asked what the process was about the procedures for appealing a grade, or the reasons behind and steps involved when requesting a review or reconsideration.

**Review the management of Memoranda of Understanding** The college must establish clear processes to ensure current and fit for purpose memoranda are held for all relevant situations.

The school collaborates with external providers allowing students to access assessments for standards not covered by the school's Consent to Assess. This enhances the breadth and flexibility of the educational opportunities available to students and the school holds a number of Memoranda of Understanding to this effect. However, clear expectations should be established so these Memoranda of Understanding that document the relationship between the school and the consented assessor, provide clarity about who is responsible for each aspect of the assessment process, monitored for currency and centrally stored.

## **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's internal moderation monitoring processes ensure all results reported to NZQA are quality assured. This is critical for maintaining the quality, integrity and credibility of the school's assessment practices and, by extension the qualifications awarded to students. Processes followed by all departments ensure the completion of internal moderation, and monitoring includes checks of the internal moderation cover sheet, teachers' strategic selection of student work for grade verification, review of assessor grades and moderation discussion. Most departments engage subject experts from across the region, are members of subject associations and seek external professional development to support the verification of assessment judgements, which further enhances the integrity of internal assessment. This provides the Principal's Nominee and senior leaders assurance that internal moderation procedures are completed by all departments, and results reported are credible.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Piopio 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
- 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
- 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.

**Piopio 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**

**Piopio 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.

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

- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- 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**

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

- monitoring and tracking student progress

**Piopio 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**

**Piopio College 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.

**Piopio 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 Piopio 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 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
- *Managing National Assessment Staff Handbook 2023, Piopio College*
- *NCEA Level 1, 2 and 3 Course Selection Guides for 2023, Piopio College*

### The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal and Teacher of Physical Education
- Assistant principal and Teacher of Hospitality
- Head of Faculty
  - Science and Maths
- Teacher of:
  - Technology
- two 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.

## Background

Since the last Managing National Assessment review in 2018, Piopio College has had a change of Principal, Principal's Nominee and senior leadership team. The Principal was appointed at the beginning of 2022, the Deputy Principals and Assistant Principal introduced within the past year, and a new Principals Nominee was appointed from Term 2 of 2023. Ongoing changes are currently underway as middle managers undergo a restructuring process.