

Managing National Assessment Report

Patea Area School

August 2022

FINDINGS OF THIS REVIEW

Patea Area School

09 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 **2021**.

Actions and considerations

For consideration

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

- developing consistent practice for recording verification outcomes for external moderation



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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 07 June 2018 Managing National Assessment Report The school has ensured that alternative assessment tasks are used when students are assessed against the same standard at different times of year. This protects the authenticity of student assessment submissions and the credibility of results.

External moderation processes and response to outcomes Effective internal moderation practices and meaningful engagement with external moderation feedback has enabled the school to maintain a high level of assessment decisions consistent with the standard. The Principal's Nominee meets with all teachers to review moderator feedback. Steps taken to address any variance in agreement are recorded and followed up as part of regular internal review to ensure they have been effective. This meaningful quality assurance process provides senior leaders with confidence that credible results are reported to NZQA.

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)

Teachers make good use of internal review processes to ensure that courses are well designed and support student engagement and pathway planning. They review their assessment practice by analysing achievement data and student voice to ensure that courses are designed to meet student needs. They report to Senior Leaders who have oversight of school goals and planning. Extensive assessment tracking is used to review student progress towards goals and a whole staff approach is used to identify and support learners at risk of not achieving their goals.

The Principal's Nominee's review of assessment practice across the senior school every year provides effective leadership. She regularly meets with curriculum leads to check on actual practice and ensure that expectations are being met.

Senior Leaders reviewed school timetabling in 2021. They identified that scheduling should be adjusted to better support students to achieve their pathway goals. In 2022 they have implemented a programme and timetabling shift which aims to enable vocational pathways-focused training to be available to all senior students while minimising the disruption this often causes to more traditional classroom learning. The next step for the school is to evaluate the effectiveness of this decision on academic and vocational assessment outcomes. This could also extend to reviewing the impact of the change on lifting the numbers of assessment grades at the merit and excellence level which have been relatively low in recent years.

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)

Individualised assessment planning supports students The Patea Area School motto is “Growing good people for a changing world.” This is reflected in the school’s NCEA assessment practice through meeting student needs through individualised course design and assessment planning. Teachers provide excellent communication with students and whānau to ensure that students’ aspirations and assessment goals are shared and tracked.

External providers expand opportunities for students The school expands its local curriculum by providing students with a wide range of assessment opportunities through external providers. Well-managed engagement with tertiary providers, video conferencing networks and coursed through Te Kura ensure that students have access to a variety of pathway options. Students have assessment opportunities to prepare for university entrance, post-secondary training and for entry into the local and district workforce.

Teachers regularly teach students in multi-level classes in order to maintain continuity of learning and provide the fullest range of school courses possible. Assessment practice in this context is challenging, but teachers manage this well by closely monitoring learning progress and assessing students when they are ready. Most assessment is done digitally. Teachers use digital tools to provide appropriate feedback to students through the assessment period and to monitor the work for authenticity. This is good practice and provides effective quality assurance of assessment activity.

Effective management of special assessment conditions Effective systems are in place to ensure access to equitable assessment conditions for all students. Students eligible for Special Assessment Conditions are identified and the Principal’s Nominee and Learning Support coordinator ensure that entitlements are provided consistently by teachers for all assessments.

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)

The Principal’s Nominee has full oversight of all internal moderation processes. She ensures that results are only reported once moderation is completed. Her leadership ensures robust quality assurance measures and gives senior leaders confidence that the school is reporting credible results.

Teachers at Patea Area School use their networks to provide verification of samples of student assessment work at grade boundaries. They often work sole charge in their departments and therefore grade verification by teachers outside of the school is regularly required. The Principal’s Nominee oversees verification to ensure that grade verifiers are appropriately selected and reviewed.

The next step for the school is to develop consistency amongst all assessors in recording verification discussions, using the templated *Internal Moderation Cover Sheet*, for example. Some staff make excellent records of discussions supporting assessment decisions for grade boundary samples. This provides teachers with valuable documentation supporting future assessment practice.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Patea Area School 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 to offer courses the school is unable to offer
- using 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted 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.

Patea Area School 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

Patea 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 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.

Patea Area School 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

Patea Area School 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.

Patea 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
- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries
- 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

Patea Area School 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.

Patea 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
- 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 Patea 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 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
- *NCEA Handbook 2022* (Staff Handbook)
- *NCEA Course Handbook 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Principal
- Curriculum leaders for:
 - Art
 - Gateway
 - Physical Education and Te Reo Māori
 - Science
 - Social Sciences
 - 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.