

Managing National Assessment Report

Whanganui Girls' College

June 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.

FINDINGS OF THIS REVIEW

Whanganui Girls' College

02 June 2022

Actions and considerations

No action required

The school has no action items relating to the quality of its assessment systems.

For consideration

To extend good practice in meeting student / ākonga needs and supporting assessment practice, the school is encouraged to consider:

- using their cyclical departmental reviews to confirm that documentation and actual practice align – particularly regarding managing extensions
- that teachers make regular checks of internal assessment entries in order to reduce the number non-resulted entries by the end of year deadline



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28 October 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 08 June 2017 Managing National Assessment Report

There were no action items in the previous report.

External moderation processes and response to outcomes

The school has maintained a satisfactory level of agreement between its assessors and NZQA moderators. Where NZQA moderators identify inconsistencies, staff act in response to the information provided in the reports. They make changes to teaching plans, assessments or marking schedules, or access professional development, or consider changes to verification as required.

Responses and action plans are well documented. Kaiako address the issues and set out the action plan in documents shared with the Principal's Nominee and senior leaders. Heads of Department include an analysis of their external moderation, and the response made, in their annual report to the Board of Trustees. Senior leaders, as line managers, support Heads of Departments in assessing the effectiveness of their response to moderation feedback.

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)

The school's ASTRA mentoring programme links the Whanganui Girls' College motto to its core values and through action and review to NCEA outcomes for senior ākonga. Academic mentors support all senior ākonga to create their Individual Education Plan (IEP), identify their pathway and assessment goals, monitor progress and review outcomes.

The school uses achievement data and stakeholder feedback to evaluate the effectiveness of its policies and programmes. In the time since the previous review the school has made changes to the timetable structure for senior ākonga enabling modular courses and flexible independent study options. The aim with these changes is to broaden the range of courses available and to support ākonga to meet the University Entrance literacy requirements.

Teachers regularly review their teaching and assessment programmes to ensure they are flexible enough to meet individual student needs. Teachers routinely have students working on individual or group courses of study in their classes.

The Principal's Nominee supports high levels of understanding amongst teachers of best practice for quality assurance at the school. She oversees a system of cyclical department review which ensures that assessment processes are followed correctly or identifies, and monitors, required improvements. These reviews are thorough and

provide an effective quality assurance measure. They have been reinstated this year after being deferred in the last assessment cycle.

Check that documentation and actual practice align. The Department Review would be strengthened by including a section covering assessment practices such as managing deadlines and extensions, authenticity, and responding to breaches and appeals. Senior leaders would then be confident that actual practice was in line with documentation or be able to make decisions about where further review or change was required. An example highlighted by this review was that school practice around deadlines and extensions was consistently less formal in practice than the staff and student handbooks described.

Credible assessment practice to meet ākonga 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)

Individual Education Plans (IEP) support ākonga achievement Ākonga develop their Individual Education Plan (IEP) in Year 11. This is shared with mentors and parents and enables a high degree of ākonga agency over course design and effective monitoring of progress towards achievement and pathway goals. Kaiako have become adept at working with students with diverse assessment plans and managing flexible arrangements in their classes. Ākonga spoken to for this review were very positive about the level of flexibility they had to establish and follow their individual learning and assessment needs in most classes.

Ākonga at risk of not achieving their achievement goals are identified by academic and pastoral staff and provided with additional support to review their plans and get back on track. NCEA results for ākonga at Whanganui Girls' are better in most years than national and decile averages. Māori learners often have similar or better success rates than other groups of learners in the school. This data provides evidence of the high level of effectiveness of assessment practice meeting ākonga needs in the school.

Use of Data to Inform Practice

Check of internal entries required The school should ensure that teachers make formal checks of internal assessment entries in order to reduce the number non-resulted entries by the end of year deadline. In most years the school does this well, but in the last assessment cycle many remained in the system without a result. This can lead to confusion for students, parents, and mentors about assessment programmes, and reduce their ability to track progress effectively. Internal assessment entries should have a result or be withdrawn by the stated deadline for the final datafile.

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)

Robust internal moderation processes provide assurance of assessment quality The Principal's Nominee oversees effective internal moderation processes. An *internal moderation cover sheet* (increasingly in digital format) is used to ensure that staff know and follow the expected steps prior to results being reported to NZQA. Kaiako use their local networks to source verifiers and samples of student work at grade boundaries are selected for review. Meetings for verification purposes involve robust discussion and support good quality assessment judgements. Teachers document decisions made and store benchmark samples to support future assessors.

The previously mentioned cyclical departmental reviews provide the Principal's Nominee with confidence that expected processes are being followed. Department leaders also report to Senior Leadership and to the Board of Trustees annually, including review of their internal moderation system, right through to external moderation feedback and response.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Whanganui Girls' College has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing coherent programmes of learning and assessment that are focussed on ākonga 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 checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

Whanganui Girls' College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Whanganui Girls' 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 ākongā work
- using grade verifiers from outside the school
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Whanganui Girls' College has effective processes and procedures for managing external moderation by:

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā 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

Whanganui Girls' College effectively uses assessment-related data to support achievement outcomes for ākongā by:

- monitoring and tracking ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākongā voice to evaluate courses 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.

Whanganui Girls' 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

- 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Whanganui Girls' 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 ākongā to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākongā progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes.

Whanganui Girls' College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā 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 Whanganui Girls' 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, ākongā 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 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:

- 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 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 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
- *2022 Assessment Procedures: Staff Edition – Whanganui Girls' College* (Staff Handbook)
- *Senior Assessment Procedures – Whanganui Girls' College 2022* (Ākonga Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Head(s) of Faculty/Department for:
 - Arts
 - English
 - Health and Physical Education
 - Mathematics
 - Science
 - Social Sciences
- three ākonga.

There was a report-back session with the Deputy 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.