

Managing National Assessment Report

Whanganui Collegiate School

May 2023

FINDINGS OF THIS REVIEW

Whanganui Collegiate School

25 May 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 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 the following action will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
Credible assessment practice to meet student needs	
Teacher check of internal assessment entries to ensure that they have a result or are withdrawn.	Within the current year.

For consideration

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

- including examples of possible teacher responses to external moderation feedback in the staff NCEA guide
- implementing a reporting process by learning areas to senior leaders and the Board of Trustees.

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23 August 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 19 September 2019 Managing National Assessment Report

Senior leaders can have confidence that the action item from the previous review has been resolved. The school has made significant progress in response to the requirement to strengthen the process for checking student work to ensure it meets the school's authenticity requirements. This review found that teachers use a range of effective strategies to support authenticity including digital checking tools, significant use of milestone checking and rotation of assessment tasks. This is good practice and was confirmed by student interviews which attested to the effectiveness of the changes made and the systems now in place.

External moderation response to outcomes and processes The Principal's Nominee works with subject teachers and leaders to ensure they make well developed responses to external moderator feedback. Where inconsistencies with the standard are identified by external moderators, teachers create and confirm their action plan with the Principal's Nominee. They regularly test the effectiveness of the actions taken by including the relevant standards in a subsequent external moderation plan.

Where subjects have continuing issues raised with the consistency of their judgements with the standard, the Principal's Nominee ensures that further action is taken. This includes professional development – including utilising online training available in the NZQA learning management system, Pūtake, increasing the size of verification samples for internal moderation and investigating other options for verification support. It could be useful to record these considerations in the documentation regarding external moderation provided to teachers to ensure that all avenues to address inconsistent judgements are explored.

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)

Effective analysis of student attainment ensures high quality planning and practice The school makes effective use of assessment data to determine priorities and evaluate attainment outcomes. The Academic Dean reports to the Board of Trustees and school senior leaders a comprehensive evaluation of NCEA outcomes related to school goals. This data analysis evaluates the academic success of students and courses. Learning area leaders use this assessment data along with student and teacher feedback to evaluate courses, focusing on what has worked well and what needs to change. Course design for the next year is based on this evaluation and is responsive to the needs of students in each new cohort.

Further alignment between school strategic goals and learning area review

The school could consider implementing a reporting process by learning areas to senior leaders and the Board of Trustees, which contributes to analysis of whole-school goals and strategies for achievement. Learning area leaders drive effective review, which is resulting in consistently excellent outcomes for students over time. There is an opportunity for examples of strategic planning, robust decision making

and good teaching and assessment practice in each learning area to be clearly aligned to school goals and shared broadly to capitalise further on best practice.

Preparing for digital external assessment School and learning area leaders at Whanganui Collegiate are preparing proactively for the implementation of the NCEA Change Programme; particularly focusing on increasing student engagement with digital external assessments. The school participated in piloting the new Literacy and Numeracy co-requisite assessments in 2022 and gained further experience by utilising the digital practice examinations in Assessment Master. This has resulted in a significant increase in the level of uptake by students of digital end of year examinations. Teachers across the school increasingly use a suite of digital tools to support learning and manage internal assessment. Connecting this digital priority to external assessment is good practice.

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).

Opportunities through external providers support students to meet their assessment goals Students at Whanganui Collegiate access a wide range of learning and assessment through local training providers, which broadens pathway opportunities. The school makes every effort to match these opportunities to students based on their individual achievement goals and pathway needs. Students interviewed for this review were appreciative of the opportunities external courses provided and the efforts made by the school to ensure the courses were appropriately aligned with their goals.

High quality and equitable outcomes for students The school's systems for mentoring and following up students at risk of not achieving or meeting their goals are extensive and effective. Students have some agency over the design of their learning and assessment programme. Those that need more help with this are well supported by deans and mentors. The effectiveness of planning and support systems is demonstrated by the qualification outcomes for all students at Whanganui Collegiate being consistently high compared to similar schools. The strong assessment and qualification outcomes apply to all groups of students and outcomes for Māori students are notably equitable with other groups of students.

Further checks required to ensure that entries for internal assessment have results reported A process is required to ensure all teachers check that all internal entries have a result or are withdrawn by the end of year deadline. Over recent years too great a number of internal assessment entries without a result has persisted. The increased accuracy of reporting required would consolidate the good practice evidenced in analysis of courses and students' assessment programmes. Additionally, entries that remain on students' records after this time have the potential to create uncertainty about complete assessment programmes for parents and students.

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).

Supportive local verification processes Teachers at Whanganui Collegiate have contributed to the local school network's biannual verification hui over recent years. This has resulted in assessment judgements consistent with the standard in most cases. These hui also provide a useful forum for teachers to address any issues raised by external moderators. They provide an opportunity to strengthen teachers' ability to make reliable grading decisions and to share resources. They are highly valued by subject leaders and teachers across the network.

Promote good verification practice to further strengthen system Teachers record completion of the internal moderation process using a digital or paper coversheet. The Principal's Nominee monitors these for completion for each standard prior to submitting the results to NZQA. There are many excellent examples of teachers documenting productive verification discussions for well-chosen samples at grade boundaries. This provides the Principal's Nominee with assurance about the quality of practice and also provides teachers with an excellent resource to support future assessment judgements. To strengthen this system even further high-quality examples could be shared with other teachers to exemplify good practice.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Whanganui Collegiate School 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
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Whanganui Collegiate 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

Whanganui Collegiate 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.

Whanganui Collegiate 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

Whanganui Collegiate 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 Headmaster and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

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

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

Whanganui Collegiate 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.

Whanganui Collegiate 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 Whanganui Collegiate 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 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
- *Whanganui Collegiate School: NCEA Student Assessment and Achievement (Staff Handbook)*
- *Whanganui Collegiate School Procedures for Assessment for National Qualifications: Student Guidelines.*

The School Relationship Manager met with:

- the Principal's Nominee
- Senior Master Teaching and Learning
- Heads of Learning for:
 - English and Languages
 - Mathematics
 - Physical Education
 - Science
- Teachers in Charge of:
 - Classical Studies
 - Media Studies
- three students.

There was a report-back session with the Deputy Headmaster, Senior Master 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.