# Managing National Assessment Report

# Awatapu College

**August 2022**

# FINDINGS OF THIS REVIEW

## Awatapu College

## 24 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 2020.

## Actions and considerations

### No action required

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

**For consideration**

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

- reviewing the student and staff handbooks to ensure they are written in language appropriate to the audience and reflect Awatapu College's context
- to ensure a consistent understanding of the missed and late policy for extension to assessment opportunities, should be documented in the student and staff handbooks
- supporting students to register and use their learner login
- encourage staff to consider Digital Externals at the end of the year.


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27 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 6 September 2017 Managing National Assessment Report**
The school has addressed the action items from their last Managing National Assessment report. The school now has a process to record and reconcile internal moderation documentation with actual practice and the Principal's Nominee records the completion of external moderation action plans.

**External moderation processes and response to outcomes** Although the Principal's Nominee records the completion of external moderation action plans, the school's response to external moderation requires strengthening to ensure teachers' actions address the issues identified by moderators. Heads of Department working with staff should take steps to ensure their responses lead to the required change in assessor judgements. It is recommended that the Principal's Nominee provide guidance to Heads of Department to help them to develop effective responses with their staff. The Principal's Nominee must monitor the appropriateness of these responses, including that they have addressed the issue.

## 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 is developing a culture of self-review to best meet the needs of students, and support opportunities for achievement. The Principal's Nominee, working with the senior leadership team, is effectively leading changes to assessment and building the capability of teachers to take ownership of their assessment practice.

The school has effective processes to ensure programme planning and pathways provide authentic learning and assessment opportunities to meet the needs of their students. Assessment opportunities and practices are co-constructed by staff and students. A broader school curriculum has been developed that provides a wider range of courses and increased assessment activities based around student ability levels and interests.

Self-review continues to be embedded, culturally responsive and effective, to support student engagement and attainment. Thorough analysis and use of data allow the school to respond effectively to identified issues, develop, and monitor progress towards strategic goals, and improve outcomes for students.

# Credible assessment practice to meet student / 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)*

**Meeting students need a priority**   Awatapu College focuses on providing meaningful pathways leading to relevant qualifications to match the needs of students. The school has increased the number of academic and vocational learning and assessment opportunities, to engage students in learning and assessment and to ensure their abilities, achievement goals and interests are best met.

**Special assessment conditions effectively managed**   The school continues to manage all Special Assessment Conditions (SAC) processes effectively. Students who may be entitled to use these conditions to remove barriers to achievement are identified early, and appropriate and timely applications are made for them. Staff interviewed were well informed of which students had special assessment conditions, what the conditions are, and how the support they are entitled to can be obtained.

**Encourage students to register and use their NZQA Learner Login**   In January 2021 only 48 percent of senior students had registered for their NZQA Learner Login. While current students can see their results through the online portal to the school's student management system, it is through their Learner Login that students can check the accuracy of their entries and the results reported to NZQA, order copies of their qualification certificates, request reviews or reconsiderations of external examination papers and print an official copy of their Record of Achievement.

**Consider Digital Externals at the end of the year**   The school has a relatively low participation rate to date in digital external assessment (one percent in 2021). With the implementation of the Review of Achievement Standards, external assessment will be a digital first approach. It is also worth noting that the new literacy and numeracy corequisite will only be assessed digitally. By engaging in digital exams, the school will be able to create processes that support future assessment opportunities for students.

**Missed and Lates Policy needs strengthening**   Currently there is inconsistent practice with regards to the granting of extensions. Whilst a common-sense approach has been taken this year because of Covid 19, it is important that all students have equitable access and have a transparent understanding of the extension process. The process and extension template should be available in the student and staff handbooks.

# 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)*

**Focus on reducing workload by considering sufficiency for grade verification**
Teachers interviewed choose to verify grades for more samples of student work than required by NQZA. The school should provide staff with further guidance on how they

can strategically select student work to ensure their grade verification sample is sufficient to confirm that grades awarded by each assessing teacher are at the standard. Strategic selection can reduce verifier workload, without compromising the quality of the assurance process. There is no fixed number of pieces of student work that must be verified. Considering factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed, will help to determine sample size.

The Principal's Nominee was able to show evidence that all departments followed the school's internal moderation process, through either panel marking, checks against agreed benchmark papers or the use of external verifiers from other schools. This is evidenced by the high levels of consistency of assessor judgements with the national standard for most subject areas as reported by NZQA external moderation. These findings give senior leaders confidence that internal moderation expectations are being met and that results reported are credible.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students / ākonga

**Awatapu College has effective processes and procedures for meeting the assessment needs of their students / ākonga by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākonga interests, needs, abilities and aspirations

- 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 / ākonga can present their best standard-specific evidence of achievement

- assessing students / ākonga when they are ready

- using a range of methods for collecting assessment evidence, to meet student / ākonga needs

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

- identifying and providing [targeted] support for students / ākonga at risk of not achieving literacy and numeracy or their qualification goals

- implementing strategies to provide [open] opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Awatapu College has effective processes and procedures for:**

- managing resubmission and further opportunities for assessment

- investigating student / ākonga appeals of assessment decisions

- investigating possible breaches of assessment rules

- monitoring the authenticity of student / ākonga work using a range of strategies

- reporting Not Achieved for proven breaches of authenticity and where students / ākonga 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 / ākonga privacy in the issuing of student / ākonga results.

## Effective internal and external moderation to assure assessment quality

**Awatapu 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 / ākonga 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.

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

- ensuring samples of student / ākonga work are available for submission by being adequately stored

- selecting sufficient samples of student / ākonga work to NZQA requirements

- responding effectively to external moderation outcomes and providing support for assessors where appropriate

- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

# Effective management and use of assessment-related data

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

- monitoring and tracking student / ākonga progress

- evaluating the effectiveness of assessment programmes to ensure these allow students / ākonga to meet their assessment goals, and inform changes to courses and standards offered

- gathering student / ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards

- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Awatapu 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 / ākonga and teacher / kaiako 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

- 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 / ākonga and their families / whānau about assessment

**Awatapu College has effective processes and procedures for:**

- ensuring students / ākonga receive outlines for courses they undertake

- supporting students / ākonga to monitor their achievement

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes

- celebrating students' / ākonga success, [such as the holding of parent gatherings].

**Awatapu College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga

- informing students/ ākonga about suitable learning pathways

- supporting students / ākonga 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 Awatapu 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 / ākonga and families / 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 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
- *National Qualifications Procedures, Awatapu College, Version 2021/2022*
- *NZQA Student Information Booklet, Awatapu College, (available online).*

The School Relationship Manager met with:

- the Principal's Nominee
- Head(s) of Department for:
    - o Drama
    - o English
    - o Science
    - o Social Sciences
    - o Visual Art
- three students / ākonga.

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.