



Managing National Assessment Report

Wairoa College

September 2022

FINDINGS OF THIS REVIEW

Wairoa College

28 September 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.

Actions and considerations

Agreed actions

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

Action	Timeframe
Internal moderation to ensure the reporting of credible results	
Monitor the completion of internal moderation processes to ensure that results reported to NZQA has been quality assured	Before the next External Moderation submission
External and internal review	
Strengthen the monitoring of the completion of action plans for external moderation with not consistent outcomes to improve the effectiveness of responses	Immediately and continually

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:

- encourage teachers to use the external moderation appeals and queries function in the portal to seek clarification from moderators; are new staff sufficiently upskilled in moderation processes, has course design contributed to the current external moderation outcomes, is this a reflection of staff assessing in professional isolation



Kay Wilson
Manager
School Quality Assurance and Liaison

November 29 2022

NZQA

0800 697 296

www.nzqa.govt.nz

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 24 May 2018 Managing National Assessment Report

Wairoa College has completed the agreed action item from the 2018 report. The college has developed a robust system to identify students who may be eligible for Special Assessment Conditions and trial conditions to ensure that entitlements are provided in a timely manner. The Learning Support Coordinator and Special Education Needs Coordinator regularly attend seminars to keep up to date with Special Assessment Conditions procedures, to ensure students have access to fair assessment.

External moderation processes and response to outcomes The Principal's Nominee (PN) monitors the completion of action plans to ensure that any issues are followed up effectively and recorded. When interviewed, teachers outlined that the college has a process in place to ensure that teachers reflect on moderation reports and create action plans when needed.

Teachers are aware that moderation queries and appeals are available but none of the teachers when interviewed had used these functions to date. They should be encouraged to use them to clarify moderator feedback. This will lead to a more effective response and ultimately an improvement in teachers' understanding of the moderator's comments and the credibility of the grades that teachers award.

External moderation feedback indicates that in 2021 the school's assessor decisions for samples of student work externally moderated had high levels of consistency with the standard. In 2022 the consistency rate dropped significantly. Wairoa College intends to investigate the cause of the lower external moderation outcome.

As the college has a number of new Heads of Faculty (HOFs) in recent years, they are encouraged to provide targeted professional development to these new middle managers. This will help HOFs lead their faculties in verifying assessor judgements which will lead to more consistent external moderation outcomes. This will also include a review of the internal moderation process to ensure that all results reported are consistent with the standard.

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)

Robust annual faculty review process in place Wairoa College has seen a lift in achievement rates for all NCEA Levels and ethnicities over the past 5 years. The college uses attainment data to inform strategic goals and future assessment practice of teachers, to enable student needs to be met and enhance achievement. HOFs and Teachers-in-Charge (TIC)s analyse NCEA achievement data at the end of each academic year to identify where there was success and where further work needs to happen. The Principal's Nominee and Senior Leadership Team (SLT) ensure that any changes needed to learning and assessment programmes are well

documented and supported by the staff. This also informs course structure for the following year. This data analysis is included as part of the faculty report that is given to the Board of Trustees. SLT are satisfied with the current trend of achievement rates and continue to encourage HOFs to monitor assessment practice and teachers to monitor their students through the teaching and learning phase to ensure their needs are met.

Vital that internal review and quality assurance checks are carried out by Heads of Faculty and confirmed by SLT HOF Guides have been collaboratively developed within departments and effectively shared between each HOF and Senior Leaders in order to establish a consistent practice across the college. The guides support the teachers, there is a focus on the course design, content delivery and quality assurance of assessments. HOFs regularly reflect on the status of their faculties and indicate how each department is progressing towards being able to ensure quality assurance of their assessment practices, in meetings with the Principal which builds confidence in the direction of the faculties. It is vital that SLT review faculties with new staff or new HOFs more regularly to ensure they are supported in their role.

The college has effective school-wide review processes in place, to support improvement and the credibility of learning and assessment. Quality assurance of assessments needs to be a focus of the meetings between teachers and SLT to ensure the results that are reported are accurate and valid. Teachers should use the Principal Nominee checklist to monitor their processes which will inform the audit that each faculty conducts for the Principal's Nominee. In this process, areas of strength and risks are identified along with actions to correct when needed. This process has been difficult to maintain with the extra pressure of Covid-19 on the systems, however a full audit has been possible in 2022 due to the hard work and cooperation from teachers and staff.

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)

Learning Hub supports students with assessment anxiety Wairoa College has established a robust system for students who suffer from anxiety, to support their continued engagement and achievement. Anxiety has been exacerbated due to Covid 19. They have provided a safe place for students to go where they can work on learning and assessments and also develop strategies to better cope with mainstream classes. Students and staff have the option of the Learning Hub for the student's whole timetable or part of the timetable to help them transition back into a full timetable. Students are encouraged to complete as many assessment opportunities as possible to ensure they have future pathways after finishing high school. This is separate from the special needs department which caters for full-time students.

Pūhoro programme for Science Technology Engineering and Mathematics (STEM) Wairoa College has seen a significant increase in success rates for Māori students engaging and succeeding in STEM subjects, ensuring equity of access to future opportunities in this field. Achievement in one or more STEM subjects has increased from 22.5 percent to 35.7 percent between 2017 and 2021. Achievement

in two or more STEM subjects has jumped from 10 percent to 25 percent; and achievement in three or more STEM subjects has been raised from 5 percent to 10.7 percent over the same period.

Staff are expanding their efforts and enhancing what Māori students from Years 11 and 12 are achieving while engaging with Pūhoro Academy.

Developing mātauranga Māori to enhance equity A school-wide strategy is to deliver culturally inclusive curriculum and assessment, to further promote Māori achieving as Māori. Teachers are undergoing professional development to support the almost 90 percent of their school population who identifies as Māori, by incorporating kaupapa into the junior school that reflects mātauranga Māori. This will strengthen the delivery of new NCEA standards when they are introduced in 2024 by using local content in the classes and assessments. It will also create a positive learning environment where students and teachers are learning together on what this looks like in their college context.

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)

Clear processes needed for internal moderation Following the most recent external moderation results the Principal's Nominee is reviewing the college's internal moderation processes to ensure that student results reported to NZQA are credible. The focus on accurate and valid assessing and grading has decreased in recent times, likely due to new staff starting and the professional isolation during Covid 19, but the SLT is well aware of what is needed to address the problem. There needs to be broader access to subject verifiers to provider reassurance that the results reported by the college are consistent with the standard.

When discussing moderation with teachers it was clear that there is an effort to develop a wider and deeper understanding amongst new staff to assist them unpack the requirements of a standard and assess accurately against it. The college has a number of new HOFs currently, so they are buddied with an experienced HOFs to provide the support required. The Principal's Nominee regularly provides professional development to staff regarding the requirements and purpose of robust internal moderation processes and assessment practice in general. The PN will further support the new HOFs with assessor judgements through the online assessor support platform Pūtake and will also facilitate any changes to the verification process if needed, by coordinating with other schools

It is vital that faculties consult more broadly to access subject experts in the wider professional community in order to meet NZQA expectations. Internal moderation is monitored by each HOF to ensure quality assurance is taking place. Currently most teachers use college colleagues to verify their results due to the physical distance to other schools, however some of the bigger departments use networks in the Hawkes Bay or Bay of Plenty to do this as they prefer face to face interaction available with this process. HOFs sign off on internal moderation cover sheets to testify that the internal moderation process has occurred and that the results are accurate. Once these have been submitted to the PN, she checks for accuracy of the standard

details and student data. A copy of the results is printed and forwarded to the teacher in charge of the course for students to sign that the grades are accurate, and any errors are corrected before the data file is submitted to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Wairoa College has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are 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.

Wairoa College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- 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

Wairoa 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
- documenting the completion of steps within internal moderation processes.

Wairoa College 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
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Wairoa College 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.

Wairoa 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

Wairoa College 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.

Wairoa 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 Wairoa 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 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
- *Senior Assessment and Qualifications Handbook 2022* (Staff Handbook)
- *NCEA Assessment Student Information 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- HOFs/TICs of:
 - Health and PE
 - Humanities
 - Mathematics
 - Science
 - Technology
 - Vocational Studies and Star
- three students.

There was a report-back session with the Principal, 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.