

Managing National Assessment Report

Waiopehu College

October 2024

FINDINGS OF THIS REVIEW

Waiopehu College

18 October 2024

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

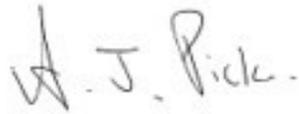
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Strengthen the process for responding to external moderation	Immediate and ongoing
Ensure material is available for external Moderation.	From 2025 and ongoing
Credible assessment practice to meet student needs	
Submit derived grades to NZQA.	Prior to the start of external examinations
Internal moderation to ensure the reporting of credible results	
Embed a more robust and consistent approach to documenting internal moderation	Immediate

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 a process for the timely submission of material for external moderation as part of the school assessment cycle.



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6 December 2024

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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 8 May 2019 Managing National Assessment Report The one agreed action item from the previous report required the school to ensure actions taken in response to external moderation resolved identified issues. An action plan template has been developed and completed examples were viewed during the visit. However, more work is needed to ensure responses to external moderation are effective, and strategies are implemented to address issues, particularly in areas where there is a trend of concern. This is discussed further in the next section of this report.

External moderation response to outcomes and processes Consistency rates for assessor judgements have declined in recent years and there remains several subjects where there is a historic pattern of external moderation outcomes inconsistent with the standard. This indicates that current internal and external moderation processes need to be reviewed. The current response to external moderation has teachers document their responses on a digital action plan, which is monitored by the Principal's Nominee. This should be strengthened by ensuring follow up and additional support are carried out within the current school year. The next step for the school is to evaluate the effectiveness of planned actions in resolving issues identified in the external moderation reports.

Develop timely submission for external moderation The school should submit materials for requested standards for external moderation as soon as they are ready. This would support external moderation as a key part of professional review within the assessment cycle for each standard. External moderation should be submitted throughout the year immediately following the completion of internal moderation and the return of results to students. Feedback received will support the timely and relevant review of a standard while the delivery of the standard is still fresh in the mind of the assessor.

Under the previous NZQA monthly external moderation submission process, the school submitted material at the end of the year for its 1 December deadline. Despite NZQA's 2024 requirement to submit moderation immediately following the publication of results, this guidance was not followed. Late submission of work for external moderation means teachers may not receive feedback until very late in the current year or on their return to school in the following year. This makes the relevance of the moderation reports and their subsequent review less timely or even irrelevant, particularly with staffing changes and amendments of courses. Timely submission and timely responses to external feedback will help ensure teachers are familiar with current guidance on the standard and have sufficient time to access professional learning and review courses and assessments as required.

Reviewing internal moderation process External moderation feedback should be used as a way to examine a school's internal quality assurance processes. It is vital that the verifier used is a subject expert with recent standard-specific experience. Where external moderation has indicated that the judgements are not consistent with the standard, then it would be appropriate to require a change of verifier. It is good practice to consider changing verifiers for one or more standards in a subject area after a period of time even if there are consistent outcomes. This can help avoid the

assessor and verifier becoming insular and supports wider professional development. Key aspects of internal moderation to review include:

- ensuring effective critiquing prior to undertaking the assessment
- purposeful and sufficient selection of material for verification, and
- documenting verification discussions which provide valuable reference for subsequent years.

Accessing professional support for assessors To further support strengthening the response to external moderation, the school is encouraged to support teachers in accessing resources which will assist assessors to gain further clarification or feedback and help maintain consistency with the standard. This is particularly important for those areas where external moderation feedback indicates inconsistency with assessor judgements. There are a number of online learning modules and workshops to help assessors with the assessment of internally assessed standards available through the NZQA Learning Management System, Pūtake. More specifically, the Assessor Practice Tool gives assessors the opportunity to make judgements on samples of student work, after which they view a moderation panel grade and the reasons for that grade being awarded. Other available options for support include:

- using exemplars and clarification documents
- asking specific questions of NZQA moderators about how to interpret a standard prior to assessment by using the *Request for Clarification of Internally Assessed Standard(s)* form
- querying external moderation feedback through two-way interaction with the moderator
- appealing the grade judgments of the moderator.

Ensure material is available for external moderation The school should ensure teachers have access to and check the external moderation plan early in the school year so they are prepared to submit the standards selected for external moderation. If teaching programmes change or an error is found such as missing an external provider code, then amendments should be requested in time for these to be actioned. There have been several examples over the past few years of standards requested for external moderation, where no work has been received by NZQA. As material for external moderation comes from the current year, teachers should plan their external moderation as part of their business-as-usual assessment and review planning.

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 experienced Principal's Nominee meets regularly with Heads of Department as a group and with individual departments to share and discuss processes and procedures to ensure credible assessment practices. The Principal's Nominee is working with the Deputy Principal Curriculum and Assessment to support areas that may require greater support and are working together to address issues identified during this review visit, particularly in reinforcing the requirements of internal moderation and strengthening responses to external moderation.

Heads of Department work with their teaching staff and senior leadership to review assessment practice at standard, course and cohort levels, with the continued aim of meeting students' needs. Teachers adapt programmes for individuals through the encouragement of using a variety of approaches for collecting student evidence, designing contexts for assessment that meet the interests of students, and where possible assessing students at a time when they have the best likelihood of experiencing success.

The school is planning to review and further develop teachers use of data, and data analysis particularly investigating ways to 'unpack the data', and use this to better review, inform, plan and adapt programmes of learning for students.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Submit derived grades to NZQA In recent years the percentage of grades submitted to NZQA for use as a derived grade has been less than 10 percent of all external entries. The school must strengthen the process to ensure potential derived grades for relevant external subjects have been generated from practice examinations or similar assessment events. These should then be submitted to NZQA in a datafile prior to the examination period. It is acknowledged at the time of the current review there had been an increase in the number of subjects entering derived grades. However, this is still well below NZQA's expectations. Submitting derived grades will ensure they are readily available should students need to apply for a derived grade due to a disruption to any of their end of year exams.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Embed a more robust and consistent approach to documenting internal moderation The school has an expectation that the documented evidence for internal moderation is centralised through utilising a function within their Student Management System. This has yet to be embedded. Evidence sighted showed that the moderation processes of critiquing, and verification, with purposeful and sufficient selection of work, was understood and practised. However, there was no easy way to

monitor its completion. Implementing a consistent format and process will not only give senior leaders confidence that there is evidence that all standards have been subject to quality assurance before results are reported to NZQA, but it will also assist in reinforcing expectations and confirming what effective evidence looks like. The school is committed to working with Heads of Department in reviewing all moderation procedures and clarifying expectations.

The Principal's Nominee undertakes an annual audit of departments which includes the sighting of evidence of internal moderation completion. The planned move to the online completion of internal moderation evidence will enable these audit visits to focus more on the effectiveness of processes used rather than compliance.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Waiopahu College 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 to offer courses the school is unable to offer
- 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.

Waiopahu College 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Waiopehu 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student 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.

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

- selecting sufficient samples of student work to NZQA requirements.

Effective management and use of assessment-related data

Waiopehu 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.

Waiopehu 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
- 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

Waiopehu 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.

Waiopehu 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 Waiopēhu 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 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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *Waiopēhu College NCEA Guide for Students 2024*
- *Waiopēhu College NCEA Guide for Staff 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - Art
 - English
 - Mathematics
 - Performing Arts
 -
 - Physical Education/Gateway
 - Social Sciences
- two 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.