

Managing National Assessment Report

Chanel College

May 2022

FINDINGS OF THIS REVIEW

Chanel College

18 May 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

For consideration

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

- Implement a stronger monitoring process so that the Principal's Nominee and Senior Leadership team can be confident that all standards assessed have been subject to internal moderation
- The school should develop strategies to support students to register and use their learner login
- Encourage staff to consider Digital Externals at the end of the year.

No action required

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

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4/7/2022

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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 8 August 2019 Managing National Assessment Report

The PN now ensures that action items from the Managing National Assessment reports are reviewed and responded to in a timely manner. He documents responses to external moderation feedback, including any action plans developed and monitors completion. The PN now ensures that material is adequately stored so that it is available if required for external moderation.

External moderation processes and response to outcomes

The Principal's Nominee acknowledges that the disruptions of Covid-19 resulted in a significant number of moderation materials not being received in 2021 and has put in place processes to ensure this will not happen in the future. The Principal's Nominee has continued to develop processes for responding to external moderation outcomes. He annotates each moderation report with the changes required and teachers provide him with a response. Where necessary the teacher develops an action plan, and the Principal's Nominee monitors this plan through to completion. Digital submission of moderation has increased significantly from 28% in 2020 to 81% in 2022.

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 Principal's Nominee is supporting teachers to manage assessment and moderation processes more effectively. Teachers understand and follow school assessment requirements and are developing the confidence to take ownership of assessment practices. Once quality assurance processes are fully embedded, the school can be confident in its ability to provide credible assessment opportunities for all students.

The management of assessment data has become more efficient, ensuring results reported to NZQA are complete, timely and accurate. The school has strengthened their use of this data to support students to attain their achievement goals. The Principal, Principal's Nominee and tutors monitor student academic progress. Interventions are initiated where students are identified at risk of not meeting qualification requirements. The Principal's Nominee and tutors keep staff, students, and parents informed of individual progress towards qualifications.

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)

Meeting student need is a priority Chanel 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.

Encourage students to register and use their NZQA Learner Login In January 2022 only 30 per cent of senior students had registered for their NZQA Learner Login. While 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 With the implementation of the Review of Achievement Standards, external assessment will be a digital first approach. By engaging in digital exams, the school will be able to create processes that support future assessment opportunities for students. The school has yet to participate in any of the pilots for the new achievement standards. Students have previously participated in digital external exams with success and this provides some confidence in the school's IT systems to manage these exams.

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 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 are at the standard. Strategic selection can reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, 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.

Strengthen the monitoring of internal moderation Internal moderation could be further strengthened by the Principal's Nominee reconciling completed Internal Moderation Cover Sheets with actual practice to provide confidence that all results reported to NZQA have been quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Chanel College has effective processes and procedures for meeting the assessment needs of their 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
- 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 [expanding] opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing [targeted] support for students 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.

Chanel 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
- 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

Chanel 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 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.

Chanel 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
- 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

Chanel 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.

Chanel 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

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

Chanel 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 Chanel 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 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'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
- *Chanel College, Managing National Assessment: NZQA Policy Document 2022*
- *NCEA Information for students and their families 2022*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Head(s) of Faculty/Department for:
 - English
 - Hauora
 - RE
 - Science
 - Technology
 - Maths
- three students.

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.