

# **Managing National Assessment Report**

## **Chanel College**

**August 2019**

## 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

## 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 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 2019* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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 Board of Trustees Curriculum Delivery Policy*
- *Chanel College Managing National Assessment NZQF Policy Document 2019 (Staff Handbook)*
- *Chanel College NZQF Student Handbook 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
  - English
  - Mathematics
- Acting Head of Department for Science
- Teachers of:
  - Design and Visual Communication
  - Digital Technology
  - Food Technology
- three students.

There was a report-back session with the Chairperson of the Board of Trustees, Principal's Nominee and Deputy Principal 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.

# SUMMARY

## Chanel College

8 August 2019

### Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years. NZQA will return within 12 months to check that the processes begun this year are embedded and the planned improvements implemented.

### What the school is doing well

Chanel College is a Year 7 – 13 school that promotes its vision as Excellence through Catholic values. The development of strong relationships between students and teachers is an important component contributing to engagement in learning and assessment.

The school is working to develop and strengthen its processes for managing national assessment. The Principal's Nominee is leading a review of systems to respond to identified issues.

Processes relating to internal moderation, responding to external moderation and monitoring by the Principal's Nominee have recently been strengthened. These will ensure that only credible assessment results are reported.

Data is regularly submitted to NZQA. The school is looking at ways to reduce the number of late entries for external standards.

Assessment information is communicated to teachers through staff meetings and through an extensive staff handbook. Students and parents have access to information through online and printed material. The school is reviewing information to ensure it is current, reflects school practice and is appropriate to the intended audience.

### Areas for improvement

A school is required to address any action items identified in a Managing National Assessment report. This should be completed in a timely manner to ensure practice is improved as soon as possible and new understanding is embedded within the school, irrespective of changes of personnel.

There is a lack of documented evidence around teachers' responses to feedback from external moderation. A record of any agreed action plans to address identified issues will provide a reference for the future and enable senior management to identify, monitor and support any subject areas with ongoing inconsistencies or issues.

A large percentage of the standards NZQA requested for the 2019 external moderation round were not able to be located. The school has responded to this issue and introduced a requirement for all student assessment material to be stored centrally before results are reported to NZQA. The school must ensure that this process is adhered to and becomes embedded, so that required material is available in the future. NZQA will return within 12 months to ensure that the process now introduced is embedded and the requirements for external moderation are met.

### **Agreed action**

The school agreed that a number of actions will improve the quality of their assessment systems. These are:

- ensure action items from Managing National Assessment reports are reviewed and responded to in a timely manner
- document responses to external moderation feedback, including any action plans developed, and monitor completion
- ensure material is appropriately stored so it is available if required for external moderation.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

6 November 2019

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

# FINDINGS OF THIS REVIEW

## How effectively has the school responded to external and internal review?

### External review

*Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

**Action Items from 31 May 2016 Managing National Assessment Report** The previous report identified three action items. The school agreed to:

- encourage departments to review their assessment and moderation processes
- clarify the internal moderation process for staff
- review aspects of the staff and student handbooks as detailed in this report.

In light of recent changes in personnel since the previous Managing National Assessment review, including the Principal and Principal's Nominee, it is difficult to ascertain the extent of prior completion of the agreed items. As discussed further in this report, the action items previously identified remain relevant. It is important that these are reviewed and addressed in a timely manner to support and improve managing national assessment processes within the school.

**Response to external moderation outcomes** The most recent external moderation round was April 2019. The Principal's Nominee has met with staff to discuss and respond to any concerns that were raised by moderator feedback. There is, however, no documented record of this discussion nor of any follow up, or agreed action plans to address concerns. Documentation would provide evidence of the required actions and enable monitoring to ensure planned changes are completed before the standard is assessed again. A process needs to be developed to address this.

Currently the Principal's Nominee forwards copies of external moderation reports to subject teachers. The school is encouraged to enable teachers to access the external moderation application themselves. This will support teacher ownership of the process, including the ability to query or appeal moderator findings.

### Internal review

*Evidence for 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)*

Since the last Managing National Assessment report, there have been changes in the Principal of the school. In addition, a new Principal's Nominee was appointed in 2019. These changes in leadership have prompted a review of procedures within the school. This has included identifying any staff inconsistency of understanding and practice.

The Principal's Nominee has used the regular Head of Department and staff meetings as a forum to discuss and clarify assessment processes such as further assessment opportunity and resubmission. Teachers have greater agency to manage their own mark books including student entries.

The most notable area of focus for the school is consolidating understanding around internal moderation in light of the problems identified with the 2019 external moderation submission. The Principal's Nominee now collects all relevant assessment material and student evidence following internal moderation and prior to the results being reported. This is enabling him to monitor aspects of assessment practice closely. Where he identifies inconsistencies, he meets and discusses requirements with teachers. The school has welcomed this Managing National Assessment report as a way to continue its review of processes for managing assessment for qualifications, by identifying areas for future focus and review.

The Principal's Nominee is supported by the leadership team, and well placed to continue to strengthen aspects of national assessment throughout the school. The previous Managing National Assessment report encouraged the school to work with Heads of Department to develop their review of assessment and moderation procedures used within department areas. This should form part of future self-review of the school with the aim to develop its own capacity to identify and respond appropriately to issues or risks.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's response to external review. Senior management undertakes to:

- ensure action items from Managing National Assessment reports are reviewed and responded to in a timely manner
- document responses to external moderation feedback, including any action plans developed, and monitor completion.

### **For consideration**

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- supporting staff to access the external moderation application.

## How effectively does the school's assessment practice meet the needs of its students?

*Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)*

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

- offering students a suite of standards from which their programme is developed based on their ability, interests and future pathways
- extending assessment opportunities by using external providers such as Te Aho o Te Kura Pounamu and the Virtual Learning Network to deliver courses the school is unable to offer
- adapting assessment to make use of local and relevant learning contexts
- tracking student progress towards meeting literacy and numeracy requirements and offering Work and Study Skills numeracy to selected students as appropriate.

### **Chanel College has effective processes and procedures for:**

- identifying those eligible for special assessment conditions using school-based evidence, ensuring teachers are aware of individual students and supporting them to access entitlements
- using a range of strategies to communicate authenticity expectations to students, and teachers monitoring student work during the assessment and marking process to ensure it is authentic
- reporting Not Achieved where a student has presented evidence that is not at the standard or has had an adequate assessment opportunity and submitted no work.

**Addressing equity for Māori and Pacific students in Science, Technology, Engineering and Mathematics (STEM) subjects** Although dealing with small numbers of students, the school's data shows an ongoing difference in the success rate of Year 13 students of different ethnicities. In the past five years 10 percent of Māori and Pacific students have achieved success in one or more STEM subjects compared with 42 percent of Other students. The disparity in three or more STEM subjects is greater still. The school is aware of the disparity and is encouraged to review and consider ways to improve equity outcomes.

### **For consideration**

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

- developing strategies to address inequalities in STEM subjects.



## How effectively does the school's internal and external moderation assure assessment quality?

*Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)*

### **Chanel College has effective processes and procedures for managing internal moderation by:**

- ensuring all assessment materials are critiqued prior to use
- using clarification documents, exemplars, and professional learning opportunities to clarify and support assessment judgements
- using subject specialists to verify a purposefully selected sample of student work
- teachers completing the required steps and documenting this on an *Internal Moderation Cover Sheet* for all standards assessed, prior to the results being reported to NZQA
- requiring all student evidence to be stored centrally following the completion of the process.

**Improved internal moderation practice evident** Teachers interviewed described understanding and application of effective internal moderation processes. This shows an improvement since the last Managing National Assessment review where the need to clarify effective internal moderation practices with teachers was identified. There is a greater understanding of the role of the verifier and how it is vital for this person to be a subject expert with recent standard specific experience. For most teachers this person is someone from outside the school. Appropriate links have been made and this is supporting effective moderation discussion.

Student work chosen for moderation is around grade boundaries or examples which may require confirmation of the grade awarded. Teachers use an *Internal Moderation Cover Sheet* to record completion of the process. Documentation could be strengthened in some areas by being more specific around the reasons for selecting samples of student work and the reasons for the final result decisions. These notes will provide a record for future reference and evidence as to completion of an effective process.

**Strengthen internal moderation monitoring** A robust internal moderation monitoring process should confirm that processes have been effectively undertaken and assure senior management that all results reported are credible. This will occur by reconciling documentation with actual practice.

Currently a thorough checking process by the Principal's Nominee establishes that all internal moderation documentation has been received and completed for standards where results have been published. The next step is to confirm the effectiveness of the process. This will be achieved by holding discussions with teachers around their understanding and application of internal moderation expectations. This discussion should cover aspects such as strategic selection and appropriateness of verifiers. This will reinforce expectations, support school-wide consistent practice and assure Senior Management that an effective moderation process has been completed for every internal standard where results are reported to NZQA.

**Ensure material is available for external moderation** In the most recent external moderation round a significant percent of requested material was not submitted for moderation. While it is acknowledged factors such as teachers leaving the school and renovations to buildings contributed to material not able to be located, the Consent to Assess Against Standards requires schools to have adequate and appropriate systems to comply with the external moderation requirements of NZQA. This includes ensuring samples of student achievement are adequately stored to meet moderation requirements.

The Principal's Nominee identified the issue early and took immediate steps to prevent it happening again. He now requires all student material and associated documentation to be stored centrally before results are submitted to NZQA. This will ensure material is available if requested.

**External moderation considerations** In order to improve the ownership of external moderation the school could encourage staff to request standards for inclusion in the external moderation plan. The online external moderation application enables schools to request standards for external moderation each year. In the last two years, the school has not requested any standards. Encouraging teachers to do this supports ownership of the process by allowing them to think strategically about the selection. Aspects that can be considered include:

- requesting feedback for any standards with previously identified issues, to confirm the effectiveness of responses
- requesting additional feedback for standards to confirm internal moderation verification decisions
- ensuring timely feedback for standards planned for the current year's programme.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure material is appropriately stored so it is available if required for external moderation.

### **For consideration**

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- strengthen monitoring of the internal moderation process by reconciling documentation with actual practice to provide senior management with confidence that all reported results are credible
- encouraging teachers to select standards for external moderation.

## How effectively does the school manage and make use of assessment-related data?

*Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

### **Chanel College effectively uses assessment-related data to support achievement outcomes for students by:**

- tracking student achievement including students at risk of not achieving their chosen assessment pathway
- analysing data, including targeted groups, to identify trends and issues in student achievement that inform future practice.

### **Chanel College reports accurate achievement data by:**

- submitting results to NZQA on a timely and regular basis
- using the Key Indicators to identify and resolve data submission errors
- ensuring all internal entries are reported with a result or withdrawn as appropriate
- encouraging the use of the NZQA Learner Login and student management system portal to check results.

**Strengthen data checks to limit late entries** There have been a large number of late entry requests for external examinations in recent years. Late entries for external standards received by NZQA after 1 September involve additional work for the Principal's Nominee and Exam Centre Manager. Furthermore, impacted students do not receive personalised scripts for their exams.

The Principal's Nominee is aware of the large number of late entries and is ensuring checks by teachers and students are undertaken before 1 September to reduce the occurrence. The school recognises the potential of negative impact on students arising from incomplete data and is working to develop systems to ensure the accuracy of entries for external standards. These systems need to be reinforced with staff and become embedded practice.

### **Agreed action**

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- develop and implement checks to ensure accuracy of entries for external standards and limit late entries.

## **How effectively does the school's communication inform staff, and students and their families about assessment?**

*Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

### **Chanel College has effective processes and procedures for:**

- issuing students with outlines for all courses they undertake using a format that ensures consistent assessment information
- communicating assessment policy and procedures to staff, students and their families in print, in person and digitally.

### **Chanel College assists common understanding of assessment practice by:**

- informing teachers about assessment best practice and providing opportunities to discuss changes at Heads of Department and staff meetings
- discussing with students what they need to achieve in order to gain a qualification.

**Consider further review of handbook information** The Principal's Nominee has begun the process to review and update information provided to students and staff including reviewing aspects identified during the previous Managing National Assessment review. Both handbooks are extensive documents. The school agrees that they may not be fit for purpose in their current formats. Aspects to consider for future publications could include:

- making use of links to the NZQA website to ensure accuracy of information
- updating information to ensure it is current and reflects the personnel, practices and language of the school
- reviewing the relevance and level of detail of some aspects covered
- adjusting the level of language and appropriateness for the intended audience.

### **For consideration**

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- reviewing handbook information to ensure they are fit for purpose.