

Managing National Assessment Report

Heretaunga College

August 2022

FINDINGS OF THIS REVIEW

Heretaunga College

3 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.

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:

- developing strategies to encourage students to register and use their NZQA Learner Login
- encouraging staff to consider entering students / ākonga in digital external assessments in preparation for the “*digital first*” approach outlined in the NCEA change programme
- ensuring that best assessment practice is sustainable it is advised that the school regularly clarifies and reinforces expectations with teachers and continues to extend the capacity to leadership and shared ownership of school assessment practices.



Kay Wilson
Manager
School Quality Assurance and Liaison

28 September 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 12 March 2020 Managing National Assessment Report

There were no agreed action items in this report.

External moderation processes and response to outcomes Recent external moderation outcomes show that the school's quality assurance processes have continued to be strengthened by the Principal Nominee. External moderation outcomes are addressed by department leaders preparing an action plan to resolve issues. The Principal's Nominee evaluates the effectiveness of these interventions. In 2022, most assessor decisions were consistent with the standard and met NZQA's external moderation requirements.

To ensure that staff are making the most of external moderation feedback the Principals Nominee should consider encouraging teachers to use the function in the moderation application to query reports where they feel they would like further clarification or feedback.

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)

Principal's Nominee supports teachers effectively review and improve assessment and moderation processes The Principal's Nominee is committed to maintaining the integrity of the school's assessment practices, ensuring assessment outcomes are consistent and credible, and meet NZQA requirements. Her effective leadership of assessment processes promotes ownership of NCEA processes.

Teachers understand and follow school assessment requirements and are developing the confidence to take ownership of assessment practices. Heads of Learning require individual teachers to complete reviews of their programmes and assessment outcomes/statistics at the start of each year for the following year. These reviews are then used to support Departmental plans that are provided to the Principal for consideration and feedback.

To ensure sustainable assessment best practice, it is recommended the school continues to develop the responsibility and capacity to lead school assessment systems across all levels of the school. This approach will preserve robust quality assurance and the credibility of the qualification.

Credible assessment practice to meet student / ākongā 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)

Encourage students to register and use their NZQA Learner Login In January 2022 only 12 per cent of students enrolled in NZQA assessment 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 and to engage in Digital External assessment.

The management of assessment data is becoming more efficient, ensuring that results reported to NZQA are complete, timely and accurate. The NCEA administrator is responsible for the quality assurance of all results, working in tandem with the Principal's Nominee. The Principal's Nominee has continued to strengthen their use of this data to support students to attain their achievement goals. The Principal's Nominee and Deans monitor student academic progress with monthly analysis of NCEA progress being presented to the Board of Trustees.

Teachers are required to update an NCEA traffic light system This information is spread across all learning areas and courses offered. Kaiārahi of each student is given three hours per week to mentor their students, with at least one of those hours dedicated to 1-1 conference conversations around achievement and wellbeing. 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.

Consider entering students in digital external assessments The school has yet to participate in any of the pilots for the new achievement standards. With the implementation of the NCEA Change Programme, external assessment will have a digital first approach. By engaging in digital examinations, the school will be able to create processes that support future assessment opportunities for students.

A small number of students have previously participated in digital external examinations with success, and this provides some confidence in the school's systems to manage these assessments.

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.

Effective Documentation and monitoring of internal moderation Clear and comprehensive records of internal moderation are kept within departments and checked by the Principal's Nominee on a regular basis. Verification records are referred to in department meetings, to address any areas of concern before future assessments. Documentation is kept within department digital or physical files to which the Principal's Nominee has access. Teachers retain exemplars of student work to illustrate verification discussion points and support future assessor judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākongā

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

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā 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 / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā with special assessment conditions entitlements, and resourcing their support
- identifying and providing support for students / ākongā at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Heretaunga College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākongā 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 / ākongā privacy in the issuing of student / ākongā results.

Effective internal and external moderation to assure assessment quality

Heretaunga 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 / ākongā 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.

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

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā 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

Heretaunga College effectively uses assessment-related data to support achievement outcomes for students / ākongā by:

- monitoring and tracking student / ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā 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.

Heretaunga 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

Effective communication to inform staff, and students / ākonga and their families / whānau about assessment

Heretaunga 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 / 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].

Heretaunga 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 Heretaunga 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
- *Procedures: Assessment National Qualifications, Heretaunga College. Updated January 2022.*
- *NCEA Information for Senior Students 2022, Heretaunga College.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning for:
 - Digital Technology
 - Mathematics
 - Physical Education/Health
 - Supported Learning
 - Teen Pregnancy Unit
 - Technology
- 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.