

# **Managing National Assessment Report**

**Aotea College**

**August 2024**

# FINDINGS OF THIS REVIEW

## Aotea College

22 August 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 2023.

### Actions and considerations

#### Agreed actions

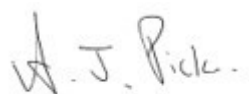
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Ensure issues identified through external moderation are addressed	To support the remaining 2024 round of external moderation and in subsequent years
Evaluate the effectiveness of action plans from external moderation follow-up in improving assessor grade judgements	As above
<b>Credible assessment practice to meet student needs</b>	
Report a result for all internal entries or withdraw the student entry as appropriate	Ongoing and completed by 1 December annually

#### For consideration

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

- digitally storing internal moderation
- clarify the selection of student work for external moderation
- updating the staff handbook to reflect current practice.



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14 November 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 12 June 2019 Managing National Assessment Report**

There were no action items from the previous Managing National Assessment report.

**External moderation response to outcomes and processes** Aotea College is strengthening the monitoring of responses to external moderation reports for consistency of grade decisions to inform changes to assessment tasks. The Principal's Nominee provides a template to the Heads of Faculty and Heads of Department requiring them to compare the external moderation report with the assessor's judgements. This process helps in accurately identifying issues and developing action plans accordingly. These action plans are necessary to address the feedback provided from these evaluations.

To promote efficient responses, staff who require support in making assessor judgements should consider accessing helpful resources such as NZQA's learning management system Pūtake, subject associations and the use of the query and appeal functions in the external moderation application. Establishing relations with external verifiers for small single teacher subjects ensures staff are proactively addressing external moderation issues.

Evaluating the effectiveness of the action plans in response to external moderation should be the next step. This will support any changes needed in the assessment process. It is recommended that evaluation of these actions is completed through the use of subject associations or colleagues at another school, and not through resubmitting standards for external moderation the following year. Completing this next step will support changes to become embedded and enable alternative standards to be requested for external moderation to get wider feedback.

Selection of student work for external moderation should be representative of each grade level and, where possible, include one sample for Not Achieved, Achieved, Merit and Excellence. Additionally, two more samples should be selected from borderline scripts that teachers' understanding would benefit from moderation feedback. Interviews with Heads of Faculty revealed some inconsistencies in understanding changes to NZQA's requirements regarding randomly generated submissions of work. Further guidance for staff on selecting student work in the staff handbook is suggested.

### 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)*

**Annual staff analysis ensures a responsive curriculum** Aotea College has effective self-review practices to address curriculum development that ensures contextualised assessments, continuous improvement and alignment with the school's goals and students' needs. Reflection begins with staff reviewing their teaching, assessment and learning outcomes whilst also incorporating student feedback. The Head of Faculty or Head of Department collates these responses and analyses them in preparation for the Curriculum Area Annual Review document

which is then reported to the Principal and Board of Trustees. These conversations and evaluations contribute to whole school review and in modifying faculty and school goals that ensure the school's objectives are continuously aligned with its evolving needs and priorities, leading to improved educational outcomes for its students.

**Preparation for the delivery of the NCEA Change Programme** To prepare for a successful transition to the digital-first approach of the NCEA Change Programme, the school actively participated in both the mini-pilots and pilots to enhance readiness for both staff and students. During this review, staff expressed confidence in their approach to Level 1 this year and reported that digital submissions had proceeded smoothly, crediting their involvement in the programme over the past two years for this success.

## **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)*

**Updating the staff handbook to ensure consistent and credible assessment practices** At the time of this report, the staff handbook was undergoing updates to reflect changes to NZQA's current requirements and to promote consistency in teachers' understanding of processes. An effective handbook enables staff, including staff new to the school or NCEA assessment, to align their practices resulting in consistent and credible practices schoolwide.

**Withdrawal process for standards not assessed** The school must report a result for all internally assessed standards, or withdraw the entry, by NZQA deadlines. To maintain accurate assessment records and support effective tracking, providing detailed guidelines in the staff handbook will help teachers navigate the identification and withdrawal of standards. Since 9% of withdrawal results in 2023 were not recorded monitoring the documenting of the withdrawal process for students not assessed will support consistency of practices and enable greater efficiency in tracking student achievement.

## **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)*

The Principal's Nominee has introduced the use of the *Internal Moderation Cover Sheet* within the Student Management System, enabling a transparent and effective monitoring process. Well-managed transitioning to this online process has ensured consistent practices and provides the senior leadership team with the assurance that all reported results have undergone thorough quality assurance.

Audits of moderation processes are conducted throughout the year, covering the completion of each moderation step, the storage of student work, the adequacy and purposefulness of the Internal Moderation Cover Sheet, and the quality of the verifier judgement statements. These written evaluations ensure transparency in moderation completion, effectiveness of the moderation process, and the resolution of identified

issues which all contribute to maintaining a high standard of moderation practices within the school.

Whilst students have been encouraged to submit their internal assessments digitally, some subject areas have remained largely paper-based. The school may wish to move to greater digital storage so that the Principal's Nominee can more easily access and check appropriate samples of graded student work.

Responsibility for overseeing internal moderation has been assigned to an Assistant Principal's Nominee, which not only eases the workload of the Principal's Nominee but also facilitates succession planning. This approach supports continuity in this area and contributes to long-term stability to help sustain effective school management.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Aotea 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 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
- engaging in Review of Achievement Standards mini pilots and pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Aotea 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 grades
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Aotea 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.

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

- ensuring samples of student work are available for submission by being adequately stored
- monitoring and documenting actions taken to address external moderation feedback

## **Effective management and use of assessment-related data**

**Aotea 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.

**Aotea 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



- 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**

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

- 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.

### **Aotea 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 Aotea 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
- *NZQF / NCEA Procedures for staff, Aotea College 2024*
- *NZQF / NCEA Student Handbook, Aotea College 2024*

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Faculty for:
  - English
  - Languages
  - Mathematics
  - Science
  - Technology
- three students.

There was a report-back session with the Principal's Nominee at the end of the review visit, and with the Principal the following week to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.