

# **Managing National Assessment Report**

## **Porirua College**

**July 2023**

# FINDINGS OF THIS REVIEW

## Porirua College

19 July 2023

### 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 2021.

### Action and consideration

#### Agreed actions

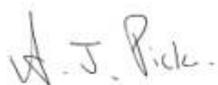
The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. It is:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Develop a process to ensure that all entries have a result or are withdrawn before 1 December	by 1 December

#### For consideration

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

- Reviewing the use of NZQA terms in its communications about assessment to ensure consistency between NZQA and Porirua College.



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15 August 2023

**NZQA**

**0800 697 296**

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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 27 September 2017 Managing National Assessment Report**

There were no action items identified from the 2017 review.

**External moderation response to outcomes and processes** In 2022, the majority of assessor decisions were consistent with the standard and met external moderation requirements. Where an outcome was Not Consistent or Not Yet Consistent, Heads of Faculty completed a Response to Moderation Action Plan and could describe these plans when interviewed. The Principal's Nominee monitors the completion of these action plans.

Staff value external moderation for its professional learning component. They use outcomes to clarify their understanding of assessment standards, store benchmarks, and inform changes to assessment tasks and grade decisions. When they have been unsure about any outcomes, staff have used the Query and Appeal functions available in the external moderation application and have found the extra feedback worthwhile in informing future assessment practices.

### 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)*

Porirua College is guided by its Porirua East Kāhui Ako Graduate Profile of Voice, Action and Identity in its strategic planning and review cycle with Tangatawhenuatanga at the centre. Staff are working hard to meet the diverse needs of its students and to increase student engagement through local curriculum.

There is a strong focus on strengthening the capability of teachers to promote improved student engagement and achievement. This is achieved through the school's involvement in the Porirua East Kāhui Ako and community consultation, provision of weekly professional learning development and the strategic appointment of staff. For example, the school has recently appointed literacy and numeracy co-ordinators, re-appointed a support staff member as a teacher and is currently supporting its carving tutor through Ako Mātātupu Teach First NZ. By supporting existing staff members' career goals in this way, the senior leadership team is fostering a positive teaching and learning environment, retaining experienced practitioners and modelling life-long learning.

**Removing barriers to achievement** Learning and assessment support is provided for students identified as at risk of not gaining qualifications. The school has recognised that the effects of Covid-19 have included a decline in student achievement upon entering Year 9. Consequently, global testing of Year 9 students has been re-introduced to identify those who would benefit from learning support interventions. The Personalised Learning Faculty provides targeted learning support to identified students. For older students and their NZQA assessments, applications for Special Assessment Conditions have increased since 2021 with the development of a more comprehensive process, using school-based evidence. These measures

are supporting students to develop and work towards their personal educational goals.

Teachers offer further assessment opportunities effectively to enable students to achieve academic goals, either within their timetabled courses or through the school's homework and term break programme, Mahi Tahi. Mahi Tahi is also used to help students complete qualifications through targeted achievement standards. The school is considering aggregating students' Mahi Tahi assessment results into one course, rather than leaving them as unassigned standards, so that these standards can be better recognised as a reflection of student commitment out of normal school hours.

**Literacy review** Porirua College is focusing on improving the literacy capabilities of its students in preparation for the implementation of the corequisite requirement in 2024. For many years, staff have recognised that a significant proportion of students entering the school require additional support in literacy but the situation has been exacerbated by Covid-19 disrupting learning, with the percentage of Level 1 students gaining literacy falling from 80 percent to 57 percent in 2022. The school board has recently appointed two additional teacher aides to focus on raising literacy levels by working with identified students across the school. It is too early to comment on the effectiveness of this initiative.

## **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, TEO's assessing Achievement Standards and Candidates 2023.*

**Assessment opportunities are varied** Porirua College uses the flexibility of NCEA to offer a range of courses and assessment opportunities. Innovative courses allow students to engage with the local community and within their cultures. The Education Review Office has identified the school's provision of local courses, through its Ko te Hāpori initiative as a key strength. It engages students in real world learning and to experience learning outside the classroom.

By increasing the visibility of Māori, through consultation with mana whenua and including students in initiatives, the school is working to improve engagement and ultimately learning outcomes for Māori students. Porirua College has a strong relationship with local Māori, Ngāti Toa. This relationship is particularly important because the enrolment of Māori students has risen from 26 percent in 2018 to 35 percent in 2022. Ngāti Toa has given many school buildings a Te Reo Māori name and given the school's Polyfest a new name, Te Kiwa Nui. On 17 July 2023, the first of three pou was unveiled at the school. This pou was carved on site, with the participation of students. Students could achieve NCEA credits through their involvement in the carving.

Teachers are increasingly using local contexts in more traditional school courses and have found that this has led to improved rates of student achievement. Students are also gaining academic success through participation in Te Kiwa Nui, and enrolment in a variety of language programmes. The school has introduced New Zealand Sign Language and is part of the NCEA Level 1 pilot for Gagana Tokelau, Te Reo Māori and Kūki 'Āirani. Through participating in these pilot subjects, the school has formed a stronger bond with cultural groups in the community and student engagement has improved.

Staff and students have a sound understanding of NZQA's guidelines for providing assessment opportunities. There is the potential for confusion in school documentation, as some NZQA terms like resubmission and special assessment conditions are used inconsistently. Reviewing the use of NZQA terms in its documentation to ensure consistency between NZQA and Porirua College should minimise any misunderstandings.

**Data accuracy** The school needs to improve its reporting of entries and results to NZQA as 19 percent of internal standards did not have a result reported in 2022. If students have not had an adequate opportunity to be assessed, their entries should be withdrawn. Developing a process to ensure that all entries have a result or are withdrawn before 1 December will give the school greater accuracy when tracking and monitoring student progress towards gaining an NCEA qualification. Senior leaders recognise that there have been some inconsistencies in their data files and are in the process of appointing a new administrator to assist with reporting to NZQA.

## **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, TEO's assessing Achievement Standards and Candidates 2023.*

**Sound processes and procedures for managing internal moderation** Porirua College has effective school-wide processes for internal moderation. Teachers have well-established networks with subject verifiers outside of the college. The Principal's Nominee monitors the processes and procedures of each faculty to ensure that they are followed and completed. Where identified, issues are resolved, thereby ensuring school-wide consistency. Senior leadership can be confident that internal moderation procedures carried out in all departments are complete and rigorous, and results reported are credible.

## **Appendix 1: Effective Practice**

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

**Porirua 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
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Porirua 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
- 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**

**Porirua 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.

**Porirua 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**

**Porirua 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.

**Porirua 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
- 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****Porirua College has effective processes and procedures for:**

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- 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

**Porirua 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 Porirua 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 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 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 Candidates 2023*.

### 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
- *Assessment Procedures for NQF Staff Handbook 2023*
- School Board policies re curriculum and assessment 2021
- *2023 Course Outline Template (HOF copy)*
- *Statement of Authenticity 2023* for students
- *2023 Junior Subject Course Book, L1 Subject Choice Book, L2 Subject Choice Book and L3 Subject Choice Book*

### The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- the Principal's Nominee Support
- Heads of Faculty for:
  - Careers and Transition
  - English
  - Mathematics
  - Ngā Reo o Te Ao
  - Science
  - Social Sciences
- four students.

There was a report-back session with the Principal and the 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.