

Managing National Assessment Report

Naenae College

March 2018

What this report is about

This report summarises NZQA's review of how effectively Naenae 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 2017* (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
- *Naenae College - Guidance & Communication Handbook, 2018*
- *Naenae College - Assessment for National Qualifications - Policy and Procedures – Staff Guide 2018* (Staff Handbook)
- *Naenae College - Senior Students' National Qualifications Information, 2018* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students, and Heads of Department for Commerce, English/Languages, Mathematics, Physical Education, Science and Social Sciences.

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.

SUMMARY

Naenae College

21 March 2018

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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Naenae College has a strong culture of self-review that ensures credible assessment practice is maintained and that the assessment needs of all students are kept to the fore.

The school offers a range of academic and vocational assessment pathways. A new timetable structure, successfully implemented since the last Managing National Assessment review in 2014, ensures that quality learning and assessment practice can occur. A 'Pathways to Employment' option, in each of the five option lines, enables students to engage in vocational modules with external providers without compromising in-school studies.

Individualised, differentiated, culturally responsive, assessment programmes with contexts relevant to students, allow them to present their best evidence for achievement.

Heads of Department are responsible for assessment practice in their learning areas. Peer reviews, at this level, confirm best practice and findings are discussed with the Principal's Nominee to ensure all departments are meeting the school's documented assessment expectations. This collaborative approach supports consistent school-wide NCEA assessment practice and deep professional discussion.

Robust internal moderation processes assure senior management that only credible results are reported to NZQA. Responses to external moderation outcomes are documented and action plans are developed when issues are identified. These responses are monitored by senior management to ensure they are completed and that improvement occurs where necessary.

Student voice and achievement data from a range of sources are used to reflect on and develop assessment programmes. Data is current and its accuracy is enhanced through regular checking of results by staff, students and senior managers. Close monitoring of achievement data, using multiple strategies, including the Learning Advisory Roopū, enables the school to intervene where students are at risk of not achieving qualifications or endorsements.

A range of communication systems are in place to assist staff, students and parents with their understanding of the NCEA qualification and the school's assessment policies and procedures. Senior managers work closely to ensure consistency of

assessment and moderation practice across the senior school and that results they report to NZQA are robust, reliable and credible.

Areas for improvement

This review identified inconsistencies in resubmission practice, where some teachers offer resubmissions to all students, regardless of their grades. Senior managers have agreed to clarify teacher understanding and practices for resubmission.

Agreed action

The school agreed that the following action will improve the quality of their assessment systems. These are:

- clarify teacher understanding and practices for resubmission

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11th July 2018

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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 6-7 August 2014 Managing National Assessment Report

Identified actions from the 2014 Managing National Assessment review have been completed.

Response to external moderation outcomes There is a high agreement rate between teachers and moderators reflecting robust internal moderation practice. Senior management has identified one department that is performing below expectations, as part of their self-review.

A comprehensive support programme has been put in place. The teacher in charge meets regularly with the Head of Department to reinforce good practice and monitor progress on a co-constructed response-to-external-moderation feedback plan. Regular meetings with a subject expert from another school for task critiquing and grade verification purposes have also been arranged. Senior managers are confident that these interventions will improve internal moderation practice within the department and ensure that credible results are reported to NZQA.

Response to data issues Students required derived grades in 2016, due to a major earthquake and subsequent tsunami warning. The school's results data for standard-specific previously assessed student work, enabled it to process applications efficiently and in accordance with NZQA requirements.

Internal review

Evidence found that the school is effectively 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)

Robust self-review processes are well-established at Naenae College. The school is proactive as demonstrated by:

- transitioning from five one hour lessons a day to three 90 minute lessons, with positive feedback from students, staff and whānau including that:
 - there is more time to focus on quality assessment
 - the school can better cater for the needs of senior students who are not going on to tertiary study through the provision of a 'Pathways to Employment' course which is on all five option lines of the timetable
 - it is easier to manage best assessment practice objectives such as integrated and differentiated assessment
- developing an interdepartmental peer-review system where Heads of Department have been paired to review a range of assessment and moderation processes. Positive outcomes of the peer reviews include:

- the sharing of best assessment practice and increased understanding across departments
- shared responsibility for assessment and moderation processes
- greater depth of professional conversation around assessment and moderation
- the introduction of a daily 40-minute Learning Advisory Roopu (LAR) which consists of a small group of students and their mentor teacher who supports them with their academic goals.

The school also has effective review processes enabling on-going improvement in practice and procedures such as:

- encouraging conversation at all levels to challenge the status quo including:
 - the need to maintain Level 1 NCEA
- how departments can work more co-operatively to provide 'bundles' of assessment through a thematic approach
 - developing assessment practice to provide greater flexibility, especially at Levels 2 and 3
- implementing Assay3, a tool that complements the school's student management system, allowing a range of data to be presented in various formats to assist with:
 - tracking student achievement progress
 - identify students at risk of not achieving
 - tracking the progress of assessment across the senior school
 - monitoring the completion of internal moderation for all standards

The above examples of self-review illustrate the ability of Naenae College to effectively anticipate, identify and respond to issues, ensuring that student needs are to the fore and that assessment practice is robust, credible and current.

No action required

No issues with the school's response to NZQA external reviews or its self-review of assessment systems and practice were identified during this review.

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 2018 5.5)

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

- providing individualised assessment programmes to students, including those at risk of not achieving their qualification goals and providing special assessment conditions in accordance with NZQA rules
- focussing on quality assessment through:
 - reducing the number of standards that are assessed
 - providing practice assessments to familiarise students with the requirements of upcoming assessment tasks
 - designing multiple assessment tasks for standards so students can choose how they are assessed
 - assessing when ready
- offering a selection of optional standards and at multiple levels, to provide flexibility within classes and using single contexts to assess standards across subjects
- managing portfolio and research-based assessments with effective use of milestones, scaffolding and one-on-one conferencing
- working with external education providers such as other schools and Gateway providers to broaden assessment opportunities
- providing 'Pathways to Employment', a class in all five option lines, facilitated by a qualified Careers Advisor, which enables students to:
 - pursue career-based studies and relevant assessment for national qualifications
 - catch up on school-based assessment missed due to attending courses run by external education providers
 - complete a range of assessment modules
- reviewing standards offered throughout the year based on changing needs and using 'student voice' to determine themes for modules of learning and assessment
- increasing the use of digital technologies for gathering evidence of achievement.

Naenae College has effective processes and procedures for:

- maintaining consistent senior school-wide practice for:
 - ensuring student work is authentic by using a range of well-embedded strategies
 - managing missed and late assessments
 - gathering credible standard-specific evidence for Derived Grades if needed

- supporting students to gain the special assessment conditions they are entitled to
- offering a range of assessment formats such as:
 - reports
 - visual diaries
 - oral presentations
 - portfolios of work
 - practical demonstrations
 - electronic submissions of pre-recorded speeches
- investigating appeals of assessment decisions, following the principles of natural justice
- ensuring culturally appropriate assessment practice to cater for the 31% of Māori students and the diverse range of ethnicities within the school
- meeting the requirements of the Privacy Act 1993.

Inconsistencies in resubmission practice This review identified inconsistencies in resubmission practice, where some teachers offer resubmissions to all students, regardless of their grades. Resubmissions should only be offered, on a case-by-case basis, to individual students when assessments are at a grade boundary. It allows students one further opportunity to self-correct, with no further teaching, in order to produce evidence of achievement at a higher grade. Clarifying policy and process around the provision of resubmission opportunities should resolve current misunderstandings.

The school agreed to review resubmission practices. This will promote consistent understanding and credible practice. NZQA's 'Mythbuster' on resubmission could provide a useful basis for this development.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- clarify teacher understanding and practices for resubmission.

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 2018 6.4b)

Naenae College has effective processes and procedures for managing internal moderation by:

- ensuring that fit-for-purpose assessment materials are critiqued prior to use
- the Principal's Nominee monitoring the 3-week moderation deadlines in tandem with the online assessment calendar
- using team marking and verification of strategically selected student work to ensure judgements across all grades are consistent for all classes
- recording the completion of all moderation processes using the *Internal Moderation Cover Sheet* and through use of the newly introduced tool, Assay3, which supports data management and analysis
- using benchmark exemplars and external moderation feedback from previous years to inform assessment decisions
- using subject specialists from within and beyond the school, to verify student work.

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

- randomly selecting samples of student work for external moderation according to NZQA requirements
- ensuring samples of student work are provided for external moderation by being adequately stored immediately after the internal moderation process has been completed
- ensuring advice from external moderation is actioned before materials are used again
- senior managers and subject leaders ensuring ongoing review of external moderation processes and outcomes.

Developing Digital Submission Naenae College has set the goal of submitting digitally for external moderation in 2018, all material that has been 'born digitally'. Last year, 29 per cent of its total external moderation was submitted in digital format.

Submitting all material born digitally in 2018 will ensure that Naenae College continues to develop its digital assessment and moderation processes in a manner that is realistic and compatible with its own capacity. Senior managers can see advantages of digital submission for their school, including the ability to send work in as soon as results have been reported and less need for physical storage space. They are confident that increased use of digital pedagogies within the senior school will lead to an increase in digital submission of external moderation.

No action required

No issues with the school's internal and external moderation were identified during this review.

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)

Naenae College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - using data to inform course and programme design
 - identifying students who are at risk of not achieving qualifications or endorsements
 - empowering students to track their own progress by updating results and progress information in the student management system
 - reconciling Memoranda of Understanding with correct provider codes for results from outside providers.
- **reports accurate achievement data by:**
 - using a range of effective checking mechanisms that involve teachers and students
 - ensuring that internal entries are withdrawn, where appropriate, by the published due date
 - reporting all Not Achieved results where students have been given an appropriate opportunity to present their best effort
 - timely reporting of results to NZQA.

Mentors support student achievement Student achievement progress is monitored through Learning Advisory Roopū (LAR) where small numbers of students meet daily with their LAR teacher/mentor. The LAR mentors support their students to achieve their individual academic goals through accessing online data and using student achievement tracking booklets, specifically designed for this purpose. Senior managers at Naenae College believe the LAR system has contributed significantly to improved academic outcomes for all students in recent years.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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))

Naenae College has effective processes and procedures for:

- ensuring students receive outlines, on a common template that covers all NZQA requirements, for all courses they undertake
- communicating consistent, up-to-date and easily accessed assessment information to staff, students and their families through the school's management system
- supporting teachers new to the school by including regular input from the Principal's Nominee in their induction programmes
- capturing 'student voice' at the end of courses to inform change
- reviewing communications to ensure they are fit-for-purpose and relevant.

Naenae College assists common understanding of assessment practice by:

- encouraging staff members to be NZQA markers and moderators
- ensuring students have a clear understanding of their responsibilities and rights regarding NCEA
- engaging family through a range of strategies including conferences, parent-teacher-student interviews and home visits
- facilitating NCEA discussions with whole staff, departments, and one-on-one meetings with the Principal's Nominee, to enhance shared understanding of assessment practice
- ensuring students understand what they need to achieve to gain a qualification.

Developing digital assessment and moderation guidelines Senior managers at Naenae College have considered developing clear guidelines for digital assessment and moderation in the senior school. These could be included in the NCEA staff handbook and should reflect the school's own digital capacity and the digital assessment and moderation work streams of NZQA. The Principal's Nominee is already leading discussions around digital moderation as part of his feedback to staff from the recent Principal's Nominee seminar. Senior managers are motivated to develop their own guidelines and progress with confidence, at a pace that suits the school community.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.

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:

- developing school guidelines for digital assessment and moderation.