

Managing National Assessment Report

Naenae College

July 2024

FINDINGS OF THIS REVIEW

Naenae College

26 July 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

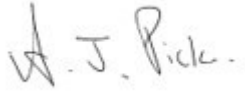
The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
Strengthen the monitoring of responses to external moderation feedback to ensure actions effectively address identified issues	Immediate and ongoing

For consideration

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

- carrying out further checks of entries and results at key times during the year
- ensuring assessment documentation is kept up to date and fit for purpose
- developing further opportunities for students to engage in digital assessment of external standards.



Amanda Picken
Manager
School Quality Assurance and Support

29 August 2024

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 21 March 2018 Managing National Assessment Report The school has effectively addressed the action item identified in the last Managing National Assessment report. Interviews with staff and students carried out as part of this review clearly indicated that teacher understanding and practice relating to resubmission is consistent and in line with the requirements of NZQA.

Examination Centre Quality Assurance Check Naenae College has taken steps to ensure all issues identified in the 2023 Quality Assurance check of the school's examination centre will be resolved. All materials on walls in exam rooms will be removed, and the lockdown procedures are documented and discussed with the Exam Centre Manager. By addressing these points, the school is supporting the quality assurance of external assessment conducted at its exam centre.

Response to Outlier Report 2023 results data showed a subject as an outlier at Level 1, as there was a difference between the school's reported derived grades and external results in the subject area and the national pattern for schools of a similar equity group. The department thoroughly considered the possible reasons for this and has made several changes to their assessment processes. They also have plans in place to monitor and review if these changes have the desired impact on results.

External moderation response to outcomes and processes The school has a clear and thorough process led by the Principal's Nominee to follow up issues raised in individual moderation reports. Staff view engaging in external moderation as a valuable opportunity to receive feedback and guidance, enabling them to refine their assessment practice and judgments as needed. They are encouraged to suggest standards to include in the moderation plan and are keen to receive feedback on changes made in response to moderation.

Since the last review, the Principal's Nominee has put in place a system to ensure that assessors are aware of feedback from external moderation and respond to it in a timely manner. A standardised response form has been developed and is consistently used by staff when developing actions to address feedback and to monitor its completion. This improvement in practice indicates the willingness of most staff to effect change that improves their understanding of the requirements of the standards.

Although the school enjoys consistency rates that indicate a high degree of moderator agreement with assessor judgements, there are a small number of subjects which have had a trend of Not Yet Consistent or Not Consistent outcomes over several years. To be more effective in addressing the feedback provided from external moderation, a comparison between the moderation reports and the school's action plans identified that recommendations appearing in the report are not always being followed by the assessor. The school therefore needs to strengthen its practice of evaluating the appropriateness and completion of proposed actions to ensure they effectively address identified issues.

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)

Naenae College employs a strong focus on self-review to inform decisions in a wide variety of areas across the school. This provides assurance to Senior Leadership that concerns and potential improvements relating to assessment practices will be effectively identified and appropriately addressed.

The Senior Leadership largely lead review processes and are linked to the schools' strategic goals and to the annual plan. Review is also influenced by feedback from teachers and students. The Senior Leadership Team discuss ideas, with further development and implementation planned through curriculum lead meetings. Full staff meetings are used to ensure the whole staff understand changes, with professional development where it is needed to help support the change. Proposed action considers the wider community voice, including students and their whānau.

Improving student attendance rates As with many other schools, Naenae College has experienced an increase in student absenteeism in recent years. The school sees this as a major impediment to teaching, learning and improving attainment rates. Following significant community consultation, as well as seeking support from governing bodies, the school has taken actions to address this concern. These include a wide range of strategies including individual education plans and specialised reintroduction classes.

An early review of the success of this programme has indicated that there has been a positive impact with an increase in both the daily attendance and the number of students with regular attendance. The school is hopeful this will also be reflected in attainment rates. Naenae College not only utilises attendance data to review progress in this area, but also continues to gather community and staff feedback to inform further areas for improvement.

Reintroducing Derived Grade examination periods On reviewing external examination achievement rates, Naenae College has also identified low attendance at these to be an impediment to qualification attainment. Discussion amongst curriculum leads has recommended the reintroduction of a designated Derived Grade examination period to address this trend. As a result, the school is investigating the feasibility of running a week-long period early in Term 4 during which these will be held. By retaining students at school during this block, it is hoped that students will become more confident and engaged with examination as a means of assessment and that the school will see a resulting increase in final examination attendance.

Using student voice to evaluate the effectiveness of teaching, learning and assessment Following on from a recent Education Review Office report, Naenae College has actively drawn on student voice to evaluate the effectiveness of programmes and approaches. One method to do this that is now embedded practice across the school is the surveying of students after each unit of work is completed. These surveys, which include questions relating to teaching practices as well as the suitability of the assessment task, are collated by each Faculty and result in a source of actionable feedback. These insights also form part of reports that are provided to Senior Leadership and the Board. These reports are referred to by subject teachers as part of their annual reflection and are referred to prior to the commencement of each unit in the following year. In this way this system informs improvements to assessment practice.

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)

Programme pathways support student needs The school provides an extensive and appropriate range of differentiated academic and vocational pathways that are well placed to meet students' aspirations, qualification needs and interests. Meeting student career needs is at the forefront of the careers department's work and is actively supported by the LARs who regularly engage in pathway discussions with their students and whānau and keep them well-informed of opportunities that are available. The school has also broadened its assessment opportunities by engaging with external providers and by extending its own Consent to Assess.

Students who are identified as needing special assessment conditions are well informed of their entitlements and processes are in place to ensure they receive appropriate support. There is also a focus on staff and students understanding the reason for the assistance and how they can develop strategies to support the learning as well as the assessment.

Targeted literacy and numeracy support Naenae College has a significant number of programmes in place to identify and support students at risk of not achieving the literacy and numeracy requirements of NCEA attainment. Diagnostic testing takes place on a regular basis to assist with the identification of students working below the chronological curriculum level. In consultation with whānau and Senior Leadership these students are offered targeted support which aims to remediate gaps in their knowledge and skills prior to attempting to achieve the literacy and numeracy requirements of NCEA. In addition, literacy strategies are an embedded feature of the LAR teaching programme.

Effective use of data to inform student progress LAR teachers meet regularly with their students to discuss their progress towards completing qualifications. In addition, senior teachers regularly monitor the overall and subject specific progress of their students and meet with them to discuss strategies to address any identified concerns. These meetings are informed by in-depth data reports developed by the Principal that show current achievement and predicted outcomes. The school has an overall aim that each student should gain at least fourteen credits from each course they undertake. Students track their own progress with a custom-designed tracking booklet. The students interviewed for the review were very positive about these initiatives.

Consider engagement in digital assessment The school should consider how it develops further opportunities for students to engage in digital assessment of external standards. Students have successfully completed literacy and numeracy co-requisite assessments digitally, but the school has concerns about the impact of student's limited access to devices during the year on achievement outcomes of external assessment completed digitally. The school could consider prioritising opportunities to those students who already benefit most from completing internal assessments digitally, such as those who struggle to present handwritten work clearly, or those who have computer use available as a special assessment condition.

Ensure staff and student handbooks reflect current practice Guides for staff and students should be reviewed on a regular basis to ensure that they are fit-for-purpose and accurately reflect current practice. Two required updates to documentation were identified in this review. These include the quality assurance processes that must be in place to assure the credibility of reported derived grades and that practices employed during the return of results ensure teachers are abiding by the provisions of the *Privacy Act* (2020). By keeping these guidance documents current, the school will strengthen understanding and consistency of practice, and the support for staff and students, particularly for those new to the school and/or less experienced with NCEA assessment.

Improve data management to support student tracking and monitoring The school's management of student entries needs improving to better support the tracking and monitoring of student progress and to meet NZQA expectations. Naenae College could improve check of data accuracy in the areas of reporting derived grades and entries into external examinations prior to NZQA deadlines. By using the Key Indicators facility on the NZQA portal as well as reporting functions available on its Student Management System, the school could target improving the accuracy of its entries and results. Having accurate entries will allow the school to determine if a student is entered into sufficient standards to gain a qualification or endorsement, to effectively monitor students' achievement in the standards for which students have been entered, and to identify any missing results from assessed standards.

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)

Internal moderation is effectively quality assured. The Principal's Nominee monitors the completion of internal moderation for all departments before results are reported. He works collaboratively with departments to ensure teachers understand expectations and provides support to new teachers or those seeking external verifiers where necessary.

Internal moderation processes have recently been made more accessible to teachers and senior leaders using their Student Management System internal moderation tool. This allows teachers to document each internal moderation stage and upload purposefully selected samples of student work. The Principal's Nominee has visibility of each stage and can therefore more effectively monitor the completion of internal moderation for each standard before results are reported.

The regular reviews of each department by the Principal's Nominee includes discussion of issues teachers have in completing internal moderation with a clear expectation that external moderators are used by single teacher subjects and to help address inconsistent outcomes from external moderation.

These processes allow Senior Leadership to be confident that internal moderation procedures carried out in all departments are complete and the results reported are credible. The school is reminded of their responsibility in quality assuring the practice of unconsented third parties with whom they hold a sub-contracting agreement.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

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

Naenae 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.

Effective internal and external moderation to assure assessment quality

Naenae 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.

Naenae 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.

Effective management and use of assessment-related data

Naenae 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.

Naenae 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
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Naenae 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.

Naenae 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 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.

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
- *Assessment for National Qualifications, Policy and Procedures, Naenae College 2024* (Staff Handbook)
- *Senior Students National Qualifications Information, Naenae College 2024* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - Art and Technology
 - Mathematics
 - Science
 - Social Science
- Heads of Department for:
 - Media Studies
 - Music
- three students.

There was a report-back session with the Principal, Deputy 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.