

Managing National Assessment Report

Newlands College

June 2024

FINDINGS OF THIS REVIEW

Newlands College

19 June 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 2021.

Action and considerations

Agreed action

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure the reporting of Not Achieved where an adequate opportunity to be assessed has been provided	Immediate

For consideration

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

- ensuring effective communication so that students understand the credit requirements for qualification achievement and University Entrance
- ensuring teachers have a common understanding of the strategic selection of student work for verification during internal moderation.



Amanda Picken
Manager
School Quality Assurance and Liaison

2 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 15 May 2018 Managing National Assessment Report

Newlands College has updated its assessment documentation to clarify the following:

- derived and emergency grade requirements, and replacement of the former terminology “compassionate consideration”
- fee structure for NCEA entries and scholarship
- use of school-based evidence for identifying students requiring Special Assessment Conditions and providing the conditions for internal assessments
- breaches of the rules of assessment process, including the investigation process
- external moderation guidelines for the storage of material.

These improvements in communicating assessment information should help to promote a consistent understanding of school processes.

External moderation response to outcomes and processes Newlands College has implemented a robust approach to communicating and documenting responses to external moderation feedback and monitoring progress in completing them. The Principal’s Nominee informs the Senior Management Team and Heads of Faculty when an external moderation report has been completed and all feedback is documented in a shared file. The Head of Faculty determines actions that need to be addressed in discussion with their Line Manager and relevant teachers. These are then added to the document to ensure that the Principal’s Nominee and Senior Leadership can monitor progress toward their completion. Changes may be made to assessment tasks and teacher practice in accordance with moderator recommendations, including for assessor judgements that have been found to be consistent with the standard.

The school actively supports its staff to address feedback from external moderation by encouraging the use of online assessor support and practice tools as well as attendance at best practice workshops and consultation with external subject specialists. There is an awareness of subjects that appear to have ongoing concerns raised and they are provided additional support and oversight. Collectively, these actions can give senior leadership confidence in the credibility of reported results, as well as in the robustness of the school’s internal quality assurance 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)

Self-review is an embedded practice Newlands College has an effective cycle of self-review. It is extensively led by senior and middle leaders to evaluate practices and inform decision making in numerous areas across the school. Internal review is an integral part of ensuring that the school's assessment and learning programmes continue to meet the needs of individual students, including those considered at risk of not achieving a qualification. Self-review occurs at all levels from the Board of Trustees through to the individual teacher. It involves analysing achievement data, considering external report recommendations and seeking input from students. Sharing the results from review cycles during staff meetings fosters participant ownership and leadership not only in the review process itself, but also in subsequent actions.

Review to embed culturally responsive pedagogy A review of Māori and Pasifika achievement rates prompted by a 2023 Education Review Office report and the 2022 Year 13 Equity in STEM Level 3 Achievement report, exemplifies Newlands College's effective practice in the area of self-review. The school undertook an extensive cycle of review that resulted in taking steps to increase the sense of belonging felt by Māori and Pasifika students. The review led to multiple initiatives including extensive professional development in the areas of Te Reo Māori, Tikanga and the mana ōrite implications of Te Tiriti, the instigation of the Te Ao Mārama faculty, redevelopment of all courses to include matauranga Māori where possible and the formation of student and staff leadership groups. The progress of these actions is regularly reviewed through sharing teacher practice as well as regular student surveys. The school can be confident that the success of these initiatives has played a significant part in the recent improvement in Māori and Pasifika achievement rates including within STEM subjects

Response to outliers The school has conducted a comprehensive review of all outliers generated in 2023, including for the second consecutive internal external comparison outlier in one subject area. A report for each subject was provided during the Managing National Assessment review that included detailed findings of the school's investigations, actions that will be taken to address the reports and how these will be monitored. These reports supported the school's decision to encourage assessors to engage with professional learning within their subject areas in a similar way to a response to external moderation feedback. In addition, the findings from the outlier report reviews indicated that some clarification is required on the meaning of strategic selection of student submissions for verification and the reporting of Not Achieved where an adequate opportunity to be assessed has been provided. Both are addressed in more detail within the relevant sections of this report. The comprehensive review and documentation of outlier reports further demonstrates the importance of internal review at Newlands College.

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)

Supporting the development of assessment practice Newlands College has implemented a staff mentor system to ensure consistent assessment practice across the senior school. Through this system, where new Heads of Faculty are paired with experienced colleagues, middle leaders receive valuable feedback on the internal assessment procedures that they have in place as well as learning from others' shared practice. This productive system of mentorship is facilitated by sharing findings with the senior leadership and the provision of time release to follow up on areas needing to be addressed. This may include using NZQA's online support, attending best practice workshops and meeting with subject specialists outside the school. Comments from staff involved in this practice indicate that it is highly valued and leads to the added benefit of cross-curricular understanding and cooperation. In addition, this practice encourages a common understanding of assessment practice across the school and mitigates issues that may be caused by staff turnover.

Ensuring the authenticity of student submissions Newlands College has substantial and consistent practices in place across all faculties to ensure evidence of achievement produced by a learner is their own. Students are well supported to avoid authenticity breaches by being notified of what constitutes a breach in specific tasks resulting from the conditions of assessment of that task. Staff are also well versed in ways to detect breaches of authenticity ranging from the use of a variety of third-party detection tools through to extensive knowledge of the capability of students gained through checkpointing and evidence gathering. The process of managing suspected breaches and appealing decisions is well understood by both students and staff, ensuring equitable outcomes. Keeping abreast of emerging challenges and opportunities in this area is also a key priority for the school, being the subject of ongoing discussion and review, both internally and through external professional learning. This robust approach gives senior leaders confidence that internally assessed results at Newlands College are authentic.

Clarify reporting requirements Newlands College has a number of internal entries submitted without a result. During conversations with Heads of Faculty and students, it became apparent that there was an inconsistent understanding of the requirement to report Not Achieved where an adequate opportunity to be assessed has been given. The school must ensure that a grade is reported for each internal assessment entry where a student has had an adequate opportunity to be assessed, or the entry is withdrawn if this is not the case. This will eliminate any confusion about the nature of entries without results and ensure a consistent approach. In addition, it will also allow for improved accuracy in monitoring student progress.

Communicate credit requirements The school could consider finding additional opportunities to support students' understanding of the requirements of NCEA certification and University Entrance. Although all teachers and students interviewed for the review were consistent in their understanding of assessment and moderation practices, the interviewed students were unable to clearly articulate the qualification and award requirements, making it more difficult for them to monitor their own progress.

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)

Robust internal moderation monitoring and audit process Newlands College can be confident in the credibility of internally assessed results due to effective internal moderation practices. Department heads take ownership and leadership of the moderation cycle, documenting processes using standardised templates for each assessed standard. High-quality verifier judgment statements contribute to effective quality assurance for internally assessed standards. The previously mentioned peer review model, coupled with regular quality assurance meetings conducted by Senior Leadership, inspect all aspects of assessment quality assurance processes within each faculty. This includes a thorough examination of internal moderation practices. During these, internal moderation records are cross-referenced with stored student work, ensuring consistency.

The school is encouraged to confirm expectations for the strategic selection requirements of student work for verification purposes for both internal assessment and derived grade assessment. Although discussions with Heads of Faculty and sighted evidence confirmed a common understanding of the minimum requirement of selection of student work for verification purposes, the findings of investigations into the generation of outlier reports suggests that further guidance could be provided when the assessor has less experience in reporting on student work. By clarifying this area, the school would further support the development of assessor decisions.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

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

Newlands 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Newlands 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.

Newlands 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

Newlands 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.

Newlands 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
- 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

Newlands 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 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.

Newlands 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

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Newlands 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 Management (online), Newlands College 2024* (Staff Handbook)
- *Assessment Documentation (online), Newlands College 2024* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Head(s) of Faculty for:
 - English
 - Health and Physical Education
 - Languages
 - Mathematics
 - Social Sciences
 - Technology
- three students

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.