

Managing National Assessment Report

Wellington College

July 2022

FINDINGS OF THIS REVIEW

Wellington College

28 July 2022

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 2021*.

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**.

Actions and considerations

For consideration

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

- implementing a system of cyclical departmental checks on process documentation and storage to support internal review.



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03 November 2022

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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 14 September 2017 Managing National Assessment Report

The 2017 report identified that the school should update its staff handbook to specify that samples of student work selected for verification processes should be purposefully selected, with a particular focus on grade boundaries.

This agreed action has been comprehensively addressed both in the documentation and in teacher practice. All staff interviewed for this review spoke confidently about, and provided evidence of, verification practice focused on samples of student work at grade boundaries.

External moderation processes and response to outcomes Very effective internal moderation practice has enabled the school to maintain a high level of consistency with the standards assessed, as reported by NZQA external moderators. Where moderators identify inconsistencies, subject leaders are required to respond to the information provided in the reports. They document their response, including any actions taken in a process managed by the Principal's Nominee. She follows up each of these to determine additional support requirements for individual teachers and to check on the effectiveness of the response.

Learning Area Leads include an analysis of their external moderation, and the response made, in their annual report to Senior Leadership and the Board of Trustees. Effective internal moderation followed up by a responsive approach to external moderation feedback provides school leaders with assurance that credible assessment results are reported to NZQA.

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)

Internal review of assessment procedures and achievement outcomes is a well embedded and widely shared practice at Wellington College. Effective analysis of achievement data by teachers and school leaders has resulted in review of assessment practice to improve equity of outcomes.

The school has implemented effective self-monitoring and mentoring, 'check and reflect' sessions, which enable students to track their progress towards their assessment goals and the school to deliver support to students who need additional guidance. Form teachers and Deans are supported by a Data Manager, Academic Monitor and Māori and Pacific mentors to deliver effective academic guidance and advice and where required.

School staff identified that strengthened literacy support across the curriculum is required to manage the increasing variability in the level of literacy that students have when they enter the school in Year 9. A 'literacy champion' in each learning area supports an inter-disciplinary approach to thinking broadly about literacy and

planning for its teaching and assessment, so that students are supported to be literate in all disciplines from the time they start at the college. While the school has maintained excellent results for Literacy, this is a positive step which school leaders should continue to evaluate for effectiveness over the next few years with the introduction of the NZQA Change Programme.

Senior leaders responded to the challenge of improving equity of access to courses, including in Level 3 STEM subjects, by changing the narrative from pre-requisites determining course progression to one of planning for 'recommended prior learning'. From 2021, denial of entry to courses was removed and the system for course selection strengthened through better mentoring, greater value being given to student voice and improvements to whānau involvement in goal setting and course planning. Outcomes for Māori and Pacific students at NCEA Levels 1 and 2 improved in 2021 to be broadly equitable with other learners. The next step for the school is to evaluate the effectiveness of this change in strengthening equity for all students at Level 3 and for University Entrance while maintaining consistently excellent assessment outcomes.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

The school has developed an extensive range of courses to provide students with access to learning and assessment appropriate to their strengths and interests. Students can select courses in most subjects with differing assessment priorities, including the range of standards assessed, the mix of internal and external assessment, and the contexts for learning and assessment. Students reported selecting learning and assessment in courses that met their needs, including having opportunities for personalisation of learning and early progression into higher levels. Through the STAR and Gateway programmes students also have access to a variety of vocational courses to support training and assessment particularly for Health and Safety, Trades, and Hospitality.

The school provides extensive and effective support for students preparing for New Zealand Scholarship examinations as evidenced by the significant proportion of students entering and being successful in Scholarship each year.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Highly effective grade verification processes ensure that the school reports credible assessment results to NZQA. Teachers engage with suitably qualified subject specialists verify samples of student work at grade boundaries. They keep good records of the discussions and use these to guide future assessment judgements. The Principal's Nominee monitors for the completion of internal moderation to ensure that results are reported only once they have been through the expected process.

These processes and the positive evidence from external moderation provide senior leaders with confidence that their quality assurance processes are effective.

Regular documentation checks to enhance quality assurance The Principal's Nominee has identified that a system of regular, cyclical department documentation checks would both strengthen internal review and consolidate the school's sound internal moderation processes. She plans to include checks on storage and accessibility of samples and benchmarks, and on teacher documentation of assessment practice, including of moderation. No issues with these were identified in the review. However, a systematic approach to checks as part of regular department internal review cycles could strengthen the Principal's Nominee's ability to identify risks and support change.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Wellington College has effective processes and procedures for meeting the assessment needs of their 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 to offer courses the school is unable to offer
- 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 expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Wellington 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Wellington 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.

Wellington 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

Wellington 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Wellington 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, and internal entries with no results
- 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

Wellington 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.

Wellington 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 Wellington 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 2021* (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 2022* (Assessment Rules).

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
- *Wellington College Assessment and Moderation for National Qualifications: Procedures and Guidelines for Staff 2022* (Staff Handbook)
- *Wellington College Assessment Procedures FAQ* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning for:
 - Mathematics
 - Technology
- Heads of Department of:
 - Biology
 - Commerce
 - Drama
 - English Language
- three students.

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