

Managing National Assessment Report

Collingwood Area School

September 2022

FINDINGS OF THIS REVIEW

Collingwood Area School

22 September 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 developing 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

Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

| Action | Timeframe |
|--|--------------------|
| External and internal review | |
| Ensure that samples of student work are adequately stored so that they are available for external moderation | Immediate |
| Use external moderation feedback to support the review of internal assessment and moderation processes | By the end of 2022 |
| Credible assessment practice to meet student needs | |
| Monitor the completion of quality assurance processes for results that may be submitted as derived grades | For 2022 results |
| Reconcile Memoranda of Understanding held with external providers with results reported to ensure that currency and accuracy | For 2022 results |

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 how information about NCEA and assessment processes is communicated to students so that they are fully informed.



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31 October 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 15 September 2018 Managing National Assessment Report

The school does not yet have systems in place to document and monitor action plans in response to external moderation outcomes. The new Principal's Nominee has planned processes that will address this issue, which will be discussed further below.

School documentation has been periodically updated since the last review, to reflect its current practice. The new Principal's Nominee has made good progress with updating NCEA information and assessment procedures this year and has planned to institute a regular review process. This will help to ensure that assessment policies and practices remain fit for purpose and are communicated clearly.

External moderation processes and response to outcomes The school needs systems that ensure the consistent use of external moderation feedback to improve internal assessment processes. The majority of moderator feedback continues to show that assessor decisions are consistent with the standard. Any identified issues should be used for reflection, formulating action plans, and then the effectiveness of the school's response needs evaluating.

Since the last review, changes in staffing have meant that procedures to improve the storage of materials and following up external feedback have been inconsistent. Where standards and staffing have changed, external moderator feedback can still contribute to reviewing school practices such as, the selection of subject expert verifiers outside the school and identifying any support that teachers may require to assess a standard.

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)

High staff turnover, an extensive building programme, and the pandemic have meant that whole-school review remains in development at Collingwood Area School. Leaders are currently revisioning and redeveloping school-wide priorities as a result of community consultation. Assessment plans, achievement targets and curriculum offerings are adapted to suit individual student needs and priorities as they arise during the year.

Improvements to monitoring assessment processes The Principal's Nominee has identified a number of areas for improvement and has implemented coherent and systematic school assessment procedures in 2022, including a system for digital tracking and monitoring. These are targeted at improving staff capability as well as accountability in completing internal moderation processes, building teachers' confidence in adapting assessment tasks to meet student needs and tailoring courses to student voice and choice.

Preparing for the NCEA Change Programme Teachers have identified a need to align primary and secondary teaching and assessment practices in preparation for implementing the NCEA Change Programme and New Zealand Curriculum refresh. Leaders are mindful of the need to pace any developments with students' capacity to absorb the changes and resourcing teachers' professional learning.

Teachers are developing clearer learning pathways, ongoing literacy interventions, and consistent assessment practices across the school. They are considering shifts in pedagogy that will support further online learning and assessment, aided by external professional development support and their Kahui Ako. The intention is to equip junior students with the knowledge and skills they will need to be successful in NCEA-style assessments. To facilitate this, the school is introducing digital external assessment in 2022 and is considering engaging in pilot Literacy and Numeracy assessments in 2023.

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)

Collingwood Area School offers a range of programmes to cater to students' needs and career pathways. Course outlines are reviewed each year and flexible assessment opportunities are offered. Small senior class sizes facilitate individual teacher attention, personalised timetables and subject planning and staffing organised specifically to meet the needs and aspirations of each student. There is support and oversight available from mana whenua ki Mohua for the whole school and in particular for whānau who identify as Māori. This relationship includes an ongoing commitment to authentic learning that stands the school in good stead to implement the mana ōrite me te mātauranga Māori aspect of the NCEA changes.

Replacing the former web-based entries process with a Student Management System has assisted improvements to assessment and achievement monitoring systems. Teachers and students track their progress closely, resulting in an improvement in students' independent learning skills and more student focus on attaining merit and excellence grades.

Check that arrangements with external providers are current and accurate A further process should be introduced to check that all results reported to NZQA are covered by existing Memoranda of Understanding, to ensure that they are up to date, complete and delivered by a provider holding consent to assess for the standards assessed.

The school uses a range of external providers with which it holds current Memoranda of Understanding to offer assessments outside the school's consent to assess. Results are reported accurately using external provider codes.

Supporting students with special assessment conditions The school has an effective programme to provide special assessment conditions for students where required. Parents and students are conversant with entitlements, and this has been a driving force in the junior school to identify barriers for students experiencing difficulties with academic work. Assistive technology is available in the school as required. Assistance is readily available for students for both internal and external assessments. The school is exploring ways to reduce test anxiety for students by

familiarising them with time-bound assessments and digital assessment at a younger age.

Implement systems for valid evidence gathering for derived grades

Collingwood Area School needs to develop practice examination procedures that meet NZQA guidelines for gathering standard-specific evidence from which to derive grades. Systems are needed to ensure that grades are accurate. Practice exams need to be modified and critiqued, and grades verified before they are submitted to NZQA as potential derived grades. This process could be monitored using the school's existing internal moderation monitoring system.

Review NCEA communications to students The school could review their strategy for communicating NCEA and school assessment processes to students and whānau. Students spoken to for this review would have appreciated further assessment-related information, delivered in a range of formats throughout the school 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)

Monitoring of internal moderation supports staff and provides effective quality assurance

The Principal's Nominee efficiently monitors the completion of quality assurance processes before any results are reported to NZQA. All storage, documentation, and verification information is recorded in one digital document. Secondary teachers are responsible for completing details for each standard, with the Principal's Nominee's oversight and coaching. He also checks that school entries align with those submitted to NZQA, using the school's provider login.

New staff and beginning teachers are supported to use internal moderation systems independently as each teacher is a subject specialist at the school.

Proactive selection of subject specialists outside the school Most internal assessment grades are verified by subject specialists outside the school. Processes for recording these grade verifiers and also new processes for following up external moderation feedback will help to monitor that the verifiers selected are appropriate subject experts. Challenges of distance and location are largely overcome by teachers' involvement with subject associations and colleagues at other schools across the country.

Teachers value verifier feedback and professional links for the opportunity for improvement they provide.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Collingwood Area School 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, 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 opportunities for digital assessment including digital exams.

Collingwood Area School 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Collingwood Area School 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.

Effective management and use of assessment-related data

Collingwood Area School 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.

Collingwood Area School 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.

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

Collingwood Area School 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.

Collingwood Area School assists common understanding of assessment practice by:

- 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 Collingwood Area School:

- 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
- *Board of Trustees Curriculum and Student Achievement Policy 2019 – Collingwood Area School*
- *NCEA Course Information and Subject Selection 2023 – Collingwood Area School*
- *Staff Guide for NCEA, February 2022 – Collingwood Area School*

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers of:
 - English
 - Mathematics
 - Outdoor and Physical Education
 - Visual Art
- 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.