

Managing National Assessment Report

Nayland College

September 2018

What this report is about

This report summarises NZQA's review of how effectively Nayland 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 2018* (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
- *Nayland College School Assessment Policies* (Staff Handbook)
- *NCEA Information for Year 11*
- *NCEA Information for Parents and Caregivers*
- *2018 NCEA Summary of Year 12 and 13*
- *Nayland College Charter and Strategic Plan 2018 -2020*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the

- Principal's Nominee
- Heads of Learning Area for:
 - English
 - Languages
 - Mathematics
 - Technology
- Teachers in Charge of:
 - Biology and Earth and Space Science
 - History

and

- three students.

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

Nayland College

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

What the school is doing well

A clearly documented and articulated Strategic Plan underpins the school's focus on improving achievement for all students in a culturally inclusive environment.

The flexibility of the NCEA model is used to meet individual student needs and career and qualification aspirations. A range of vocational opportunities including a ready for work programme, provide relevant and meaningful pathways for students.

Effective and ongoing review of NCEA assessment practices enables school-wide consistency. The school's ongoing evaluation of assessment programmes supports the meeting of current and future student needs.

Internal moderation is embedded practice. School processes and expectations are understood and consistently applied. Line Managers monitor that the process is completed and documented. External moderation outcomes are discussed, and action plans developed to address identified issues. The Principal's Nominee monitors that actions are completed. He reports annually to Senior Management external moderation outcomes and actions planned.

Effective ongoing analysis of achievement data is used to monitor student progress. Those at risk of not achieving their qualification goal are identified, enabling the early provision of support. Literacy and numeracy achievement is tracked to assist the attainment of qualifications. Academic Conferences and mentoring by Learning Coaches further supports students to achieve their learning and qualification goals.

Heads of Learning Area and teachers annually review the effectiveness of programmes offered. Their NCEA achievement analysis informs assessment programme changes including changes to assessment contexts, course delivery and identification of next steps to support student achievement.

A range of communication modes ensures staff, students and parents understand the NCEA qualification and the school's policies and procedures. Digital platforms have provided greater accessibility for the school's stakeholders.

Areas for improvement

The introduction of a process to confirm that internal moderation documentation aligns with actual practice is required. Selecting a sample of cover sheets to reconcile against student work verified will give Senior Management confidence all results reported are credible.

The school must introduce a process to ensure that all internal entries are either withdrawn or have a result reported to NZQA, as appropriate. Where a student has not had an adequate assessment opportunity, the entry should be withdrawn. The current practice of reporting Not Achieved for any internal entry without a grade reported at 1 December may not accurately reflect a student's assessment programme.

With the increase in digital evidence being collected and then submitted for external moderation, protocols on the storage of this material is needed. Developing digital storage procedures will assist with reducing the risk of material not being available for submission.

To reduce the potential confusion, it is suggested the school update the further assessment opportunity and resubmission information in the staff handbook and use NZQA terms for consistency.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- monitor that the documented internal moderation process is reconciled with actual practice
- withdraw internal entries at 1 December where a student has not had an adequate assessment opportunity.

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26 October 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 14 May 2015 Managing National Assessment Report

The two agreed actions from the review have been completed. The random selection method for external moderation used meets NZQA requirements and the handbooks have been updated.

Response to external moderation outcomes External moderation reports are reviewed by the Principal's Nominee. An action plan is developed to remedy the issue identified where *Not Consistent* and *Not Yet Consistent* are signalled. Actions are checked for completion by the Principal's Nominee, who reports annually to the Principal on moderation outcomes and the planned actions. The school uses the Moderation Application to select standards for external moderation, including targeting standards for selection where actions have been required to address identified issues. This enables an evaluation of the effectiveness of actions in addressing an issue.

Internal review

Evidence for 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)

The school's strategic plan for assessment aims to:

- support Māori achievement through culturally responsive pedagogy and availability of school programmes that use the local environment and history
- ensure 85% of students leave school with a minimum of NCEA Level 2 or equivalent.

The school has effective review processes to identify areas for ongoing improvement that reflect the strategic goals by:

- consulting with the school community to identify parents, whanau and iwi aspirations for their students and use these to inform both the programmes offered and teaching and learning practice
- using NCEA, attendance, retention and transition data to review student achievement and assessment outcomes and evaluate the effectiveness of assessment programmes, and strategies to support at-risks students
- Senior Managers and Heads of Learning Area regularly reviewing the school's progress toward achievement of annual goals to inform next steps, as appropriate
- using teacher inquiries and data analysis at class and cohort level to inform next steps to support student achievement

- annually reviewing programmes offered to ensure they continue to meet the interests, needs and abilities of current and future students
- evaluating the effectiveness of the mentoring and tracking programmes to ensure they enable students to meet their personal and qualifications goals.

Self-review has resulted in a number of changes: Examples include:

- introduction of a Level 3 Pathways Programme for students returning to school prior to transitioning to work to assist them to successfully move into the workforce
- more effective tracking of students enabling the early identification of those at risk, with timely support put in place including changing assessment programmes and the discontinuation of the school's summer school programme
- Deans taking responsibility for close monitoring of targeted at-risk students and the introduction of Learning Coaches to support all other students
- reviewing the number of credits in assessment programmes to better manage student assessment workload and provide the opportunity for students to focus on the quality of credits achieved.

This school-wide approach to self-review, shared ownership of student achievement and effective Senior Management leadership have resulted in the ongoing development of school assessment programmes and practices. This ensures student needs and qualification goals are supported. The school attributes the improved NCEA student achievement particularly for boys and Māori students at Level 1 and 2, to these changes.

No action required

No issues with the school's response to NZQA external reviews and/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)

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

- providing professional learning based on the Ako Tikanga programme to support teachers to provide meaningful and authentic learning and assessment contexts
- using feedforward/feedback, milestone checks and flexible timelines to support students to present their best evidence
- monitoring and supporting students to attain NCEA Level 1 literacy and numeracy requirements using Work and Study Skills unit standards, where appropriate
- collecting school-based evidence to support special assessment conditions applications to remove the potential financial barrier of a Level C Assessor Report.

Nayland College has effective processes and procedures for:

- monitoring the authenticity of student work submitted by using suitable strategies during the assessment and marking process
- reporting Not Achieved for proven breaches of authenticity
- managing the consistency around granting of extensions by the Principal's Nominee being responsible for missed and late assessment decisions
- ensuring further assessment opportunities and resubmissions are offered in line with NZQA expectations
- assuring authentic, valid and standard-specific evidence for derived grades, that have been subject to a verification process or are justifiable are reported
- managing external examinations.

Assessment practice and programmes support student engagement and achievement

Assessment practices and programmes are continually being enhanced to engage students in NCEA assessment by:

- targeted professional learning and teacher inquiries to support teachers to provide teaching and assessment contexts that are culturally relevant, authentic and reflect student interests, abilities and learning styles
- personalisation of assessment opportunities by subjects offering a menu or optional standards for students to design their assessment programme and to assist students to manage their assessment workload
- increased use of digital tools in teaching and learning, for gathering evidence and allowing students to choose presentation methods that will enable them to submit their best achievement evidence.

- actively supporting students' planning for transition to work or vocational-based further education by extending the school's consent to assess and engagement with external providers to provide a range of vocational opportunities
- providing individualised Gateway programmes that reflect students' career aspirations including hospitality, outdoor education and Trade Academy assessment programmes

The school attributes the improvement of NCEA qualifications achievement at Level 2 and 3 to the broadening of assessment opportunities to meet the needs of students.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

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)

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

- ensuring teachers are provided with clear expectations on internal moderation requirements including documenting the process on an *Internal Moderation Cover Sheet*
- using a panel marking process or subject specialists from outside of the school to verify assessor judgements
- documenting verification discussion and retaining benchmark samples to guide future assessment decisions
- requiring Heads of Learning Area to ensure internal moderation is completed and documented for all standards assessed in their learning area
- ensuring the verification sample includes borderline samples and that sufficient are verified to ensure grades are consistent with the standard.

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

- selecting samples of student work for external moderation randomly to NZQA requirements
- following up on external moderation feedback, including documenting actions, monitoring the actions are completed, and arranging support, as required
- monitoring external moderation agreement rates to identify trends and potential issues in a subject area
- providing Heads of Learning Area with Education Sector Login access to enable them to prepare material for moderation, view moderation reports and request clarifications or make an appeal
- effectively using the Moderation Application to select standards for moderation to evaluate the effectiveness of actions taken to address identified concerns
- the Principal's Nominee reporting to the Principal the outcome from external moderation and planned actions using *sharepoint* so the information is accessible by all staff
- using the same follow-up process for both NZQA and Industry Training Organisation standards.

Confirm internal moderation documentation reflects actual practice The monitoring of internal moderation by senior management can be strengthened by ensuring all line managers are reconciling moderation documentation with actual practice. Reconciling a sample of cover sheet documentation with student work selected for verification will confirm the effectiveness of the moderation process and confirm to senior management that all reported results are credible.

Some Heads of Learning Area described meeting with and discussing the selection of work for verification with their Line Manager. Others described dropping off or

emailing the documentation to their Line Manager with no follow-up discussion. Reconciling a sample of coversheets or annual visits to all learning areas to confirm alignment of documentation with practice will also provide the opportunity to check that student work for verification is a purposeful selection and sufficient to ensure the credibility of reported results.

Development of a digital storage protocols is encouraged The school should consider developing digital storage protocols to ensure assessment evidence is available for external moderation. Ensuring digital material is centrally stored with accessible file names and appropriate permission settings will reduce the risk of it not being available for external moderation.

Increased use of digital tools to collect evidence A Bring Your Own Device policy enables students to provide digital evidence for internal assessment in a wide range of subject areas using One Note. Students interviewed described using digital tools in most of their subjects for learning and internal assessment. The school engaged in the Science Trial digital examination in 2018. Student feedback has been gathered to assist the school in deciding their next step for engagement in digital external assessment.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- monitor that the documented internal moderation is reconciled with actual practice.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- developing digital evidence storage protocols to ensure material is available if selected for external moderation.

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)

Nayland College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - designing assessment programmes for the achievement of Level 2 over two years for students identified as needing this support to meet their qualification goal
 - using a 14+ credit mantra for students to aim to achieve and for staff to monitor achievement against in their subject area
 - using attendance, retention and transition data to track student achievement, identify those at risk of not achieving an NCEA qualification, and implementing support, where required
 - emailing credit summaries to parents and students every two weeks, from the beginning of Term Three, to assist them to monitor NCEA progress
 - tracking Level 1 numeracy and literacy, and University Entrance literacy and providing assessment against additional standards to remove the barrier to not gaining a qualification or University Entrance
 - reporting to the Principal and Board of Trustees an analysis of NCEA achievement by ethnicity, gender, and against school and department goals.
- **reports accurate achievement data by:**
 - using the Key Indicators and data file submission reports to identify and resolve data errors
 - responding to Visual Arts verification reports by adjusting reported grade appropriately
 - reporting results against the correct provider codes with which the school holds current memoranda of understanding.

Ensuring all internal entries have a result reported The school has reduced the high number of internal entries without a result reported over the past two years and aims to further reduce it in 2018. The process used should be reviewed to ensure that students who have not had an adequate assessment opportunity have their entry withdrawn and do not have a Not Achieved grade reported.

Currently when a student leaves the school all internal entries without a grade reported are withdrawn along with any external entries. Prior to the school's 1 December final data submission, the Principal's Nominee changes all the internal entries without a grade or with *Standard Not Attempted* signalled, to Not Achieved. The school should review this practice by investigating why there is no grade awarded before reporting a Not Achieved grade as it has the potential to inaccurately reflect the students' assessment programme and impact on the accuracy of the school's overall achievement data.

Supporting Māori achievement a focus for all teachers Māori achievement has improved significantly over the past two years, particularly at Levels 1 and 2 with achievement now above national and decile levels. The school attributes this improvement to a number of actions including:

- the Hui Taurima programme
- the Manaaki Tāpoi course
- professional learning to support teachers to provide culturally responsive teaching strategies and relevant learning and assessment contexts.

These strategies alongside effective tracking, have accelerated Māori student achievement. In 2018 the school has introduced a pathways programme for returning Year 13 students. The programme includes work readiness skills, work placements and life skills and is used to assist all students, including Māori, to gain NCEA credits and transition to work or further training.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- withdraw internal entries at 1 December where a student has not had an adequate assessment opportunity.

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))

Nayland College has effective processes and procedures for:

- using a range of modes to communicate assessment policy and procedures to staff, students and whānau including email, the school App and website
- assisting students and parents to use the parent portal to monitor NCEA progress
- ensuring consistent course outline information is provided to students using a common template
- using Academic Conferences to support students to identifying their current credit position, review qualification goals and identify next steps to reach that goal.

Nayland College assists common understanding of assessment practice by:

- using the mythbusters to clarify assessment procedures and facilitating timely discussion on assessment best practice at staff and Heads of Learning Area meetings
- checking whether teachers and students are following processes.

The students interviewed demonstrated a sound knowledge of the school's assessment procedures and what is needed to gain an NCEA qualification and University Entrance.

Clarification of further assessment and resubmission Information in the staff handbook on further assessment opportunities and resubmission is combined into a number of bullet points and so is unclear. To avoid confusion, it is suggested that:

- information on further assessment opportunities and resubmission be detailed under separate headings in the staff handbook
- the terms resubmission and further assessment opportunities are used rather than 'resit' and 'reassessment' to ensure consistency with NZQA and to support consistent understanding.

Effective communication supports consistent assessment practice The school's proactive approach to developing consistent assessment practice is based on relevant and accessible up-to-date handbooks, effective communication and regular professional learning. Access to this information is readily accessible by being provided on the school website, school intranet and staff 'Team Drive'

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:

- clarify resubmission and further assessment information in the staff handbook and use NZQA terminology.