

Managing National Assessment Report

Opihi College

June 2021

What this report is about

This report summarises NZQA's review of how effectively Opihi 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 2021* (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 enhancing 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
- *Opihi College NZQF Handbook-Staff*
- *Opihi College NZQF Handbook-Learners*
- *School Charter Strategic and Annual Plan of Opihi College 2021 (2021-2023)*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Acting Principal
- the Deputy Principal/Principal's Nominee
- Heads of Faculty for:
 - Arts/Languages
 - Humanities
 - Mathematics
 - Physical Education/Health
 - Science
 - 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.

SUMMARY

Opihi College

05 June 2021

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.

This review was rescheduled from 2020 due to the disruption caused by COVID-19.

What the school is doing well

Opihi College's process of internal review for NCEA assessment is currently on hold due to the pending appointment of a new Principal, the appointment of a new Board of Trustees and frequent changes of Principal's Nominees. However, the year 9/10 curriculum has been refreshed and reorganised into innovative, contextualised blocks of learning, which students opt into for a term. The intent behind this shift from a more prescriptive approach is that students can opt into a wider variety of courses that interest them. The senior leadership believes this will enhance student agency and improve levels of engagement, setting students up for improved success with NCEA.

The school provides a broad and flexible range of assessment programmes to cater for the pathways its students wish to follow. Programmes are differentiated for students in some subject areas and personalised in others. Pathways are extended by using external providers to offer courses and standards the school does not have the capacity to deliver. Greater use of school-based evidence has enhanced the number of applications for entitlements to Special Assessment Conditions. These actions assist individual students to meet their academic and vocational goals.

Since the last Managing National Assessment (MNA) review, the school has focused on improving its internal moderation and monitoring processes, to ensure the consistency of assessment practice. Credible internal moderation processes are embedded across all faculties and responses to external moderation are actioned by the Heads of Faculty and monitored by the Principal's Nominee.

Data management and use effectively supports student achievement outcomes and ensures the timely reporting of results to NZQA. Achievement data is analysed to review faculty practice and courses, set strategic direction, and evaluate the effectiveness of changes. Staff analyse achievement data every three weeks to track each student's progress, identify students at risk of not achieving a qualification and students capable of raising their level of achievement.

The school has a broad range of communications that allows staff, students and whānau to gain a common understanding of NCEA and school assessment procedures.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Areas for improvement

The school should ensure that all entries for internal assessment have a result reported or are withdrawn if the student has not had an adequate opportunity to be assessed. Processes are in place so that students and staff check the accuracy of results reported to NZQA. These checks also need to cover the withdrawal of entries in internal standards. This would mean that data sent to NZQA reflects the assessment undertaken and ensures that students have an accurate assessment programme recorded to assist them with tracking their progress.

Some minor changes and additions are required to the comprehensive information provided to students, parents and staff, so they are current and accurate.

Kay Wilson
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30 June 2021

NZQA

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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 15 September 2016 Managing National Assessment Report

The school has actioned the three agreed requirements from the last review. These were to use purposeful selection to select samples of student work for grade verification, to protect student privacy when signing acceptance of grades and ensure privacy of student information is included in the staff and learner handbooks.

Response to external moderation outcomes Since the last review, the school has consistently and effectively met the national external moderation requirements. Action plans are created by Heads of Faculty to resolve issues identified by NZQA moderators. A next step for the new Principal's Nominee is to evaluate the effectiveness of follow up to external moderation in resolving any identified issues.

Response to data issues ERO review findings The school has made significant changes to the way it delivers the year 9/10 curriculum to improve students' engagement in learning and to accelerate progress in reading and writing, so that students are better able to succeed when they engage with NCEA.

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)

Opihi College is currently experiencing a number of changes both to its infrastructure and staffing, which have impacted on its ability to carry out a meaningful internal review. As well as undergoing a significant rebuild, the school is in the process of appointing a new Principal and has just appointed a new Board Chairperson. Since the 2016 MNA review, there have been three different Principal's Nominees and a number of new Head of Faculty appointments, some of whom are yet to oversee a full cycle of internal and external moderation.

The rebuild has interrupted the school's readiness to engage with practice digital exams.

The current Acting Principal and Deputy Principal/Principal's Nominee have refreshed curriculum delivery at junior level, but any review of the senior school is on hold until a new Principal can be appointed, and the Board of Trustees has had time to consider the school's future direction.

The school will be working on its strategic plan over the coming year and will take into consideration any changes necessary to courses and programmes as new NCEA standards roll out from the beginning of 2023.

No action required

No issues with the school's response to NZQA external reviews 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 2021 5.1 – 5.7)

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

- negotiating with students the standards to be undertaken in their assessment programme to reflect student's needs, interests and future pathways
- holding three-way whānau/teacher/student interviews twice a year to review programmes, evaluate student progress and adjust students' programmes, as appropriate
- having all senior teachers meet the Deans every three weeks to track each student's progress and update the colour-coded run sheet which flags students' extension or targeted support requirements
- identifying and supporting students at risk of not achieving or meeting the literacy or numeracy requirements of NCEA and University Entrance
- using non-contact time with seniors on Wednesday period 5 to provide additional academic mentoring and support for NCEA
- extending assessment opportunities for courses the school is unable to offer or timetable by using Te Aho o Te Kura Pounamu and the Virtual Learning Network
- engaging with external providers to extend the range of vocational assessment opportunities the school can offer, through Gateway, STAR, Trades Academy courses and dual enrolment with Ara Institute of Canterbury
- providing extra support through NCEA subject tutorials in a timetabled session once a week.

Opihi College has effective processes and procedures for ensuring credible assessment through:

- consistent school-wide practice on missed and late assessment, extensions, resubmissions, and further assessment opportunities
- ensuring evidence for derived grades is valid, authentic and verifiable
- meeting the requirements of the *Privacy Act 2020*.

Participation in STEM subjects The percentage of all groups of year 13 students achieving success in one or more STEM subjects declined between 2016 – 2020. Although actual numbers involved in STEM across the board are very low, Māori and Pacific students were less successful than other students. The school is actively tracking all students and holds meetings twice a year with whānau to ensure students are on track to complete qualifications. Staffing constraints mean Physics and Digital Technology are studied online through an external provider, which has had an adverse impact on the take-up of these STEM subjects in 2021.

For consideration

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

- developing further strategies to boost participation and improved outcomes in STEM subjects for all students, and to reduce the disparity for Māori students in particular.

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 2021 6.4b)

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

- ensuring all new or modified assessment materials are critiqued prior to use
- using subject specialists to verify grades awarded on a purposefully selected sample of student work and allowing extra turnaround time when using external verifiers
- documenting the quality assurance process on an *Internal Moderation Cover Sheet*
- having Heads of Faculty track the progress of each standard, reporting results through the internal moderation process and not sending results until the Principal's Nominee receives and signs off each completed *Internal Moderation Cover Sheet*
- the Principal's Nominee completing subject area checks of moderation processes, checking where physical materials are located and monitoring all faculties' internal moderation through a centrally held spreadsheet.

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

- selecting samples of student work randomly to NZQA requirements
- ensuring samples of student work are provided for external moderation by being adequately stored
- sending most student work to NZQA moderators digitally.

Evaluate effectiveness of actions arising from external moderation reports

Where external moderation reports identify issues associated with a particular standard, the Principal's Nominee's next step should be to evaluate whether the faculty's action plan satisfactorily resolved the issue in any future assessment of the same standard. This completes the cycle of external moderation informing and improving the process of internal moderation.

No action required

No issues with the school's internal and external moderation were identified during this review.

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)

Opihi College effectively uses assessment-related data to support achievement outcomes for students by:

- implementing a robust system to track student progress so students avoid narrowly missing out on achieving a qualification
- reporting an analysis of NCEA achievement to the Principal and Board of Trustees to inform strategic goals and actions
- analysing NCEA achievement data and using student voice to inform decisions about future course content and design
- using school-based evidence with increasing frequency to support applications for Special Assessment Conditions.

Opihi College reports accurate achievement data by:

- reporting results to NZQA on a regular and timely basis
- ensuring all students attest that their entries and results have been entered correctly
- checking entries in externally assessed standards to limit late entries
- using the *Key Indicator Checklist* and *Data File Submission* reports to identify and resolve data issues
- reporting results for standards for which the school holds consent or using the correct code of outside providers with whom the school holds a current Memorandum of Understanding.

Ensure all internal entries are withdrawn if a result is not recorded The school should ensure that internal standard entries submitted to NZQA have a result reported or are withdrawn by 1 December at the latest, if the student has not had an adequate opportunity to be assessed. This will ensure that students have an accurate record of achievement to assist with tracking their progress.

Encourage all students to use their Students and Learners Login Over the past three years, the login rate to the Students and Learners Login has declined from 43 percent to 25 percent. The school is encouraged to continue to review and improve the process for supporting students to register and use their NZQA Students and Learners Login. This login is the definitive way for students to check that entries and results have been reported accurately, make requests for review and reconsideration of external examinations, to log in to Digital Online Exams and to order Certificates and Records of Achievement.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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))

Opihi College has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake using a common template
- using real-time reporting for more timely updates on student assessment outcomes through fortnightly behavioural reports and student-led whānau/teacher conferences twice a year, as well as, a traditional end of year report
- communicating promptly with whānau to follow up missed or late assessment
- supporting teachers new to the school.

Opihi College assists common understanding of assessment practice by:

- communicating assessment policy and procedures to staff, students and whānau in print, in person and digitally
- checking teachers and students are following processes consistently, as required, during annual faculty visits
- ensuring students understand what they need to achieve in order to gain a qualification.

Updating of documentation recommended Suggestions were made during the review on ways to improve both the staff and learner handbooks, so these are fit for purpose and current, by:

- adding Course Endorsement at Achieved
- adding information about UE literacy and UE approved subjects
- removing obsolete information about fees and financial assistance
- removing information intended solely for teachers/assessors from the learner handbook and editing to produce a more accessible, student-friendly product.

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:

- updating the staff and learners' handbooks.