

Managing National Assessment Report

Menzies College

June 2022

FINDINGS OF THIS REVIEW

Menzies College

2 June 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 2017.

Actions and considerations

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student / ākongā needs	
Ensure that student privacy is safeguarded when giving feedback on progress and communicating results.	Immediately
Quality assurance to ensure the reporting of credible results	
Monitor the completion of internal moderation processes to ensure that every result reported to NZQA has been quality assured.	By the end of 2022

Kay Wilson
Manager
School Quality Assurance and Liaison

8 August 2022

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 the 26 July 2017 Managing National Assessment Report

The school has completed the agreed action items from the 2017 report. The student work that is selected for external moderation follows NZQA requirements, and this process is communicated clearly to teachers. The school has processes for ensuring that all internal entries made to NZQA have a result or are withdrawn if there has not been an adequate opportunity to be assessed.

External moderation processes and response to outcomes External moderation feedback indicates that the majority of the school's assessor decisions are consistent with the standard. The school has a process in place to ensure that teachers reflect on moderation reports and create action plans if needed. Teachers are aware that moderation queries and appeals are available and have used these processes to assist with reviewing feedback. The Principal's Nominee monitors the completion of action plans to ensure that any issues are followed up effectively and recorded.

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)

The school has effective processes for reviewing assessment at programme, department, and whole-school levels. In response to the disruption caused by COVID-19, the school has used the flexibility of NCEA to meet changing student needs. These responses have included adaptations to assessment programmes and school practices such as the method of submission of student work. These have contributed to student achievement and engagement in NCEA remaining positive during COVID-related disruptions.

Department review cycle A regular department review cycle was initiated by the new senior leadership team in 2021 to assist in whole school review and development. Department reviews are conducted by senior leaders every two years, and involve class observations, student interviews, staff interviews, and reflection on departmental goals. There is the opportunity within this process to identify, review, and respond to specific assessment or moderation concerns, although this has not yet been required. This process is complementary to department reports that are submitted to the Principal and Board of Trustees on an annual basis and focus on meeting student learning and assessment needs.

Preparing for new NCEA standards and digital assessment The school is putting steps in place to ensure that they are ready for the implementation of the NCEA Change programme. Digital infrastructure issues that were identified in a 2021 network assurance check have been addressed and as a result the school is more confident in its ability to scale up its engagement in digital assessment.

Plans for earlier engagement in digital practice and external examinations were paused due to the pandemic, but the school is proceeding with plans to engage in

digital examinations in 2022. One department is participating in NCEA standard pilots in 2022.

The school is considering whether their assessment systems will remain fit for purpose when implementing the new Achievement Standards, and how they will develop shared staff ownership and capability of processes during the NCEA Change transition period.

Response to Special Assessment Conditions review The school has used the feedback from their 2021 external Special Assessment Conditions review to increase the provision of entitlements to eligible students. School-generated evidence is now used to inform applications, and there are several staff who are able to administer testing and make applications, thereby reducing any cost to parents. As a result, there is increased staff and student awareness of Special Assessment Conditions, and a financial barrier to applications has been removed.

Teachers encourage students to use their Special Assessment Condition entitlements, and uptake by students is increasing.

Credible assessment practice to meet student / ākongā 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)

Coherent programmes of learning that meet student needs The school offers courses and assessment opportunities that cater for student interests, needs, abilities and aspirations, using both its own staffing and external providers. Options available to students on Fridays include Gateway, Trades Academy, Outdoor Education and Agriculture courses, as well as technology, arts and academic programmes. Some students are involved in a programme supported by the Ngāi Tahu runaka and Te Aho o Te Kura Pounamu, that offers opportunities in Te Reo Māori and Manaaki Marae.

Students spoken to during the review appreciated the range of courses available within and beyond the school, and the ways in which they have been contextualised to meet their needs.

Safeguarding student privacy The school needs to ensure that student privacy is safeguarded when teachers give feedback on student progress and communicate assessment results. Students spoken to during the review were concerned that not all teachers ensured their processes for reporting grades were compliant with the requirements of the Privacy Act 2020. Students commented that their progress towards assessment and their grades were sometimes communicated to other students, whether overtly or inadvertently.

The Principal's Nominee will ensure that staff are familiar with privacy expectations and lead a discussion on how teachers can further safeguard student assessment information.

Quality assurance through 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)

Ongoing monitoring of internal moderation processes Monitoring the completion of internal moderation processes is needed to ensure that all grades reported to NZQA have been quality assured. Currently, internal moderation tracking is completed within departments with occasional documentation checks by the Principal's Nominee. The Principal's Nominee will implement a process for documenting the monitoring of the completion of internal moderation as results are submitted during the year. This will assist in responding to any internal moderation issues such as adequate storage of materials and finding appropriate verifiers as they arise.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākonga

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

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 / ākonga can present their best standard-specific evidence of achievement
- assessing students / ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākonga needs
- ensuring teachers / kaiako are aware of individual students / ākonga with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams
- engaging in a Review of Achievement Standards pilot to prepare for future assessment
- identifying and providing support for students / ākonga at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Menzies College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākonga 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.

Effective internal and external moderation to assure assessment quality

Menzies 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 / ākongā work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

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

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā 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

Menzies College effectively uses assessment-related data to support achievement outcomes for students / ākongā by:

- monitoring and tracking student / ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Menzies 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 / ākonga and teacher / kaiako 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Menzies 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 / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākonga success, such as the holding of parent gatherings.

Menzies College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- informing students/ ākonga about suitable learning pathways
- supporting students / ākonga 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 Menzies 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 / ākonga and families / whānau.

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 2021* (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
- *NCEA Staff Assessment Procedures*,– Menzies College 2022
- *Assessment Procedures for Senior Students 2022 – Information for Students and Caregivers*,– Menzies College

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Mathematics
 - Physical Education
 - Social Sciences
 - Technology
 - Visual Art
- three students / ākonga.

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.