

Managing National Assessment Report

Menzies College

July 2017

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 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 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, in combination with the most recent Education Review Office report 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 2017* (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
- *NCEA Staff Assessment Procedures, Menzies College 2017* (Staff Handbook)
- *Menzies College Assessment Procedures for Senior Students 2017, Information for Students and Caregivers* (Student Handbook)
- *Menzies College Assessment Policy*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students and Heads of Department for Mathematics, Outdoor Education, Physical Education and Social Science.

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

Menzies College

26 July 2017

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

Menzies College is responsive to external review and has implemented all the action items from the 2014 Managing National Assessment report. The school is also developing an increasing capacity to undertake its own review and evaluation of the effectiveness of their NZQA assessment practices and procedures. Self-review has led to increased Special Assessment Conditions applications, and improved support for students to meet their assessment goals.

Assessment processes are managed to meet the qualifications needs of students. The school provides a degree of differentiation through multiple course choices in certain subject areas, some variation within courses for identified students and gathering evidence in a variety of ways. Assessment opportunities are extended by using external providers to offer courses and assessment against standards that the school would otherwise be unable to provide. The school alters courses and their content in response to student interests and qualification needs. These contribute to assisting students to improve their assessment outcomes.

Sound internal moderation processes and effective action plans in response to external moderation are embedded practice. Along with monitoring by the Principal's Nominee, this ensures that only credible results are reported to NZQA.

Data management and use effectively supports student achievement outcomes. Assessment data is managed to ensure results reported to NZQA are timely and accurate. Achievement data is analysed to review school courses, set strategic direction, monitor student progress to complete qualifications, and to identify students at risk of not achieving a qualification.

The school has communications that allow staff, students and caregivers to gain a common understanding of NCEA and school assessment procedures.

Areas for improvement

To ensure that the process for choosing a random selection of student work for external moderation meets NZQA requirements and cannot be manipulated, the school needs to alter its process to be certain it is not undertaken by the teacher who made the assessment judgements.

Processes are in place so that students and staff check the accuracy of results reported to NZQA, but the checks also need to cover withdrawing internal entries.

The school needs to ensure that all internal entries to NZQA have a result reported or are withdrawn if the student has not had an adequate opportunity to be assessed. This would mean that data sent reflects the assessment undertaken and ensures that students have an accurate assessment programme recorded to assist them with tracking their progress.

Agreed action

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

- ensure that the schools process for the random selection of student work for external moderation meets NZQA requirements
- ensure that all internal entries made to NZQA have a corresponding result attached or are withdrawn if there has not been an adequate opportunity to be assessed.

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16 October 2017

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)

Action Items from 19 June 2014 Managing National Assessment Report The review identified two agreed actions to refine moderation practices. They have been actioned through developing the monitoring of internal moderation and following the same processes for external moderation of both Industry Training Organisation and NZQA managed standards.

Response to external moderation outcomes The school has effective processes to respond to external moderation feedback. Results show there are no departments with widespread or ongoing concerns.

The Principal's Nominee reads each moderation report and adds comments before forwarding a copy to Heads of Department. Departments reflect on each moderation report and are encouraged to use clarifications and/or appeals where appropriate. If a report raises concerns the Head of Department is required to complete a response form for the Principal's Nominee who monitors that actions are completed.

Internal review

Evidence found that the school is effectively 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 is developing a culture of reviewing its NCEA assessment practices in response to issues they have identified. This is helping to meet the needs of students, improve current practice and enhance student achievement. These changes include:

- in response to low application rates compared to national data for Special Assessment Conditions, school processes have been reviewed. This has led to increased testing of students and trialling of conditions, so school-based applications can be completed. This removes the financial barrier of using independent assessor reports
- creating a Senior Academic Dean role to improve tracking, identify students at risk of not achieving a qualification and support student progress
- commencing alternative vocational courses earlier in the year to offer students at risk of not achieving a viable pathway to support their desired assessment outcomes

The schools self-review includes forward planning as well as responding to issues as they arise. Further planned areas of future development include:

- reviewing the monitoring of internal moderation so the administration of it is reduced, while ensuring the necessary professional discussion and quality assurance remains

- considering how recording progress grades in the Student Management System could minimise issues around delayed reporting of final results to students; the delays are often caused by engaging with colleagues from other schools for the verifying of assessment judgements.

These initiatives indicate that the school has the capacity to continue self-review of its NCEA assessment practices.

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 found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6 I & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

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

- providing differentiated assessment by offering multiple courses within some subject areas, and when appropriate, tailoring assessment opportunities to cohorts and individuals within a course
- extending assessment opportunities using external providers, including online courses where students are supported by an eDean
- reviewing the courses offered in response to student demand
- identifying and providing vocational courses as an alternative pathway for students at risk of not achieving qualifications without intervention and to align assessment with their future goals
- ensuring that students potentially entitled to special assessment conditions are identified, support trialled, staff are well informed of student entitlements and appropriate assistance is readily available
- assessing in contexts designed to engage students
- using different styles of evidence gathering when assessing students, with one department focusing on naturally occurring evidence
- timetabling study support lessons after students commence study leave in Term 4 to help them achieve the credits needed to gain a qualification or endorsement.

Menzies College has effective processes and procedures for:

- monitoring the authenticity of student work during the assessment and marking process
- managing missed and late assessment, appeals and breaches of the assessment rules
- providing valid resubmission and further assessment opportunities
- collecting credible evidence of student achievement for derived grade applications
- meeting the requirements of the Privacy Act 1993.

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 found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Menzies 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 both within and outside the school to verify assessment judgements for a sample of student work, with departments focusing on work at grade boundaries
- documenting the process on an *Internal Moderation Cover Sheet*
- following identical processes for moderating both Industry Training Organisation and NZQA administered standards.

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

- ensuring student work is readily available for external moderation by being adequately stored and the Principal's Nominee knowing the location of the materials
- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan and negotiating appropriate changes.

Monitoring completion of internal moderation The school has an effective process for monitoring internal moderation. This provides a high level of quality assurance and ensures senior management that all reported results are credible.

For all standards assessed an *Internal Moderation Cover Sheet* is submitted to the Principal's Nominee. He checks the information recorded and follows up with departments as necessary. He keeps track of the submission of the cover sheets and contacts departments who have not handed them in. He also undertakes twice-yearly visits to each department. During Term 1 he confirms departments storage of work to ensure it is available for moderation. In Terms 2 or 3 he checks on standards departments have reported results for to confirm that practice matches the information recorded on the *Internal Moderation Cover Sheet*. The information gathered is noted and a summary document produced to inform review processes and apprise senior management.

The random selection of student work for external moderation needs to meet NZQA requirements The school needs to alter its random selection process to ensure it is not undertaken by the teacher who made the assessment judgements. This will ensure the process meets NZQA requirements.

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:

- ensure that the schools process for the random selection of student work for external moderation meets NZQA requirements.

How effectively does the school manage and make use of assessment-related data?

Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Menzies College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - analysing results comparatively and longitudinally to inform course design, improve teaching and learning and set strategic direction
- **reports accurate achievement data by:**
 - reporting results to NZQA on a timely and regular basis
 - reporting Not Achieved results, as appropriate
 - having multiple student, teacher and Principal's Nominee checks to ensure reported results are accurate and the results recorded with NZQA match with those in the Student Management System
 - holding current memoranda of understanding with external providers
 - closely managing late entries.

Student progress is effectively tracked to improve achievement outcomes The school has several layers to monitoring student progress and intervene where necessary. Class teachers monitor progress within their subject and contact parents or the students' whānau teacher to resolve issues. Whānau teachers discuss and set goals with students. These goals are regularly reviewed with reference to their progress, credits gained and credits required for them to continue with their chosen pathway. A Senior Academic Dean position has been established and they track all student progress and intervene where students are at risk of not achieving a qualification. The school plans to develop this role to support a wider range of students who are not achieving to their potential.

Ensure all internal entries are withdrawn if a result is not recorded The school needs to ensure that all internal entries to NZQA have a result reported, or are withdrawn if the student has not had an adequate opportunity to be assessed, so that data sent reflects the assessment undertaken. This will further strengthen the checking of the accuracy of entries and results and ensure that students have an accurate assessment programme recorded to assist them with tracking their progress. In 2016, fourteen percent of Unit Standard entries and six percent of internally assessed Achievement Standard entries were reported to NZQA without a corresponding result attached. This means there is the potential for some student achievement to have gone unreported, which could have an impact on the qualifications achievement.

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:

- ensure that all internal entries made to NZQA have a corresponding result attached or are withdrawn if there has not been an adequate opportunity to be assessed.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7iib)

Menzies College has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedure to staff, students and their families using a range of methods
- staff induction and exit.

Menzies College assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes
- annually discussing assessment policy and procedures with senior students
- presenting NZQA and school assessment related processes to parents during the course option meeting in Term 4, in newsletters and on the school website
- using student led conferences with whānau teachers to show caregivers how to access and use both the Student Management System portal and the NZQA website and Learner login
- requiring students and parents to sign that they have read and understood the student handbook before the school will submit results to NZQA.

The school has a high uptake from families for financial assistance to pay NZQA fees The school publicises the fees in the school newsletter and sends out further information and financial assistance forms with accounts. Families who do not apply, but the school believes may be eligible, are contacted individually.

Improving the annual review of NZQA related documents The Principal's Nominee annually reviews the student and teacher handbooks but plans to improve practice by involving other staff in the process. This would give staff greater ownership and ensure clarity of understanding.

Information included in course outlines is inconsistent Communication with students could be improved with consistent information in course outlines as some did not include information on further assessment opportunities and endorsements. This is shown as a requirement in the staff handbook. Information about further assessment opportunities would help ensure that students are treated equitably and not miss opportunities to gain a qualification.

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:

- developing a process to ensure consistency in the content of course outlines.