Managing National Assessment Report

Aparima College

October 2024

FINDINGS OF THIS REVIEW

Aparima College

23 October 2024

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 2022.

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 2022.

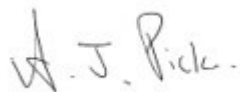## Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Increase oversight of assessment by school leaders	From Term 4
Internal moderation to ensure the reporting of credible results	
Ensure that derived grade assessments are subject to a quality assurance process, including critiquing and verification or justification	Immediate and ongoing

For consideration

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

- having assessment conversations in scheduled meetings between senior leaders and Heads of Department to support the school's self-review processes

- appointing a lead teacher to work with teachers in sole charge subjects to support consistent assessment practices

- developing an assessment calendar for communicating key assessment dates to teachers.

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11 December 2024

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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 25 September 2019 Managing National Assessment Report
The action items from the last Managing National Assessment review have been addressed. An end-of-year attestation process has been introduced to confirm that internal moderation has been completed for each standard. The school's student management system is used to record the steps in the moderation process for each internally assessed standard, and the Principal's Nominee intends to further streamline the monitoring process to support consistent application of the school's processes as detailed later in the report.

External moderation response to outcomes and processes   Aparima College's consistency rates identified through external moderation have declined in in the past two years with the consistency rate for 2023 at 60%. The decline in 2023 was due to the increased number of standards (six) where materials were not received by the moderators. The Principal's Nominee review of 2023 external moderation found that ongoing renovations at the school have led to the loss of some physically stored work. This highlighted that the school should move to more secure, digital storage of assessments. The Principal's Nominee has introduced the use of the moderation application in the school's student management system to monitor and resolve this issue and provide more transparency and ownership for teachers around the completion of moderation for each standard they assess.

The Principal's Nominee reviews all external moderation reports and uses them to inform discussions with Heads of Department to help them develop a response to the feedback. Teachers are encouraged to query and appeal external moderation outcomes to assist them to develop their understanding of the standard. Actions and outcomes of requests for further clarification are recorded in the internal moderation tool.

Teachers value feedback from external moderation and use it to develop action plans with the Principal's Nominee, to reflect on good practice, and for most subjects to respond effectively to moderation. The school's intention to further support sole charge teachers is detailed later in this report but is intended to provide assessment and moderation leadership for isolated teachers who previously did not have a middle leader to work with. It is embedded practice for teachers to request specific standards to be externally moderated to allow for targeted feedback on their assessment practice. In a subject where recent external moderation indicated inconsistencies with assessor judgements, the Head of Department requested further clarification and then took advice from subject experts in developing an action plan to improve the assessment activity.

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)

Increasing oversight of assessment by the school's leadership   Aparima College's senior leaders should be more proactive in leading assessment review. Regular scheduled meetings between the Principal's Nominee and senior leaders

would allow for a clearer understanding of assessment practices schoolwide, highlighting issues and promoting discussion on their resolution. A closer relationship with the Principal's Nominee would support his authority to bring about assessment change and support the application of good assessment processes in the school.

To augment the school's processes for assessment review, senior leaders could consider prioritising regular assessment conversations in their scheduled meetings with Heads of Department. This would formalise the process for Heads of Department to promote self-review with their department teachers and assure the school's leadership that assessment practices are credible across the school and that the school has strong quality assurance processes.

Another way of supporting this action is to consider appointing a lead teacher to work with teachers in sole charge subjects and who are without a Head of Department. This would provide additional input into their assessment and moderation processes to ensure consistency of practice across diverse subjects. This appointment would provide self-review leadership for these teachers and extra support for identifying improvements in teacher practice.

Integrating student interest with assessment pathways   In 2023 the school's senior leaders introduced the Kia Tū programme for all junior and senior students as a way of developing "sense of self, sense of belonging and sense of future pathways". This has become the school vision. Connecting learning programmes and personal interests has enhanced student engagement with assessment both in the school and through tertiary providers. In 2024 Kia Tū allocates two hours every Friday afternoon during Terms 1 and 2 for Year 11 to 13 students. As the year progresses students can opt to attend work placements or STAR courses. The school has used community, student and staff voice to review the programme to identify a better fit with senior class timetables and how to meet the needs of learners who aim to go to university but still want the flexibility of choice afforded by Kia Tū.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Assessment support for students   Aparima College is a small school where teachers know their students and can adapt programmes and assessments to meet identified student needs. The Deputy Principal (Curriculum) has developed a comprehensive student tracking system and regularly communicates with teachers and whānau to indicate progress towards qualifications, endorsements, and the literacy and numeracy co-requisite. Every teacher is given this information for every student they teach, and this gives them ownership of deciding what they can do to support students to achieve their goals.

Tracking of literacy and numeracy progress in the junior school has supported the development of alternative pathway courses that can be matched to the needs of students when they begin their NCEA studies. These include a dedicated ESOL class in 2024 and plans for a numeracy class in 2025.

Effective sharing of assessment information   The Principal's Nominee produces up to date and accessible assessment information that promotes student and teacher understanding of assessment for national qualifications.

Developing a school assessment calendar for communicating key assessment dates like entry and results checking, moderation updates, and teacher checks of key indicators for their subjects, could provide a clearer framework to support teachers in managing assessment data for the subjects they teach. This would lead to improved oversight by middle leaders of ensuring the accuracy of all results and the removal of entries for students where there has been no opportunity for assessment.

The school assessment calendar would also be useful in planning for supporting students' understanding of assessment in the school and for national qualifications. This would formalise the Principal's Nominee's introduction of regular student login to the student management system and setting up and regularly logging into their MyNZQA portal as well as reminding them of school processes for appeals and extensions.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Teachers at Aparima College have ownership of the internal moderation process and have consistent practice to ensure all internal assessments and results are quality assured by appropriate verifiers. Verifiers come from within Aparima College and from other schools with whom staff have professional connections.

Improved monitoring of internal moderation   The Principal's Nominee has introduced a more systematic process, via the school's student management system, for assessors to complete internal moderation. This has led to more effective monitoring of internal assessment and is easy to use and valued by teachers. The Principal's Nominee will continue to develop and streamline the system's reporting capability to support early identification of potential issues with completion of moderation. The school's senior leaders can be confident that quality assurance processes are being followed and that all results reported to NZQA have been verified and are credible.

Quality assuring Derived Grade assessments While teachers at Aparima College use reliable sources for Derived Grade assessments, there should be a formal process, monitored by the Principal's Nominee, for teachers to check that assessments are subject to a quality assurance process including critiquing and verification or justification. The need for this should be emphasised in assessment documentation for teachers to ensure that that all grades that the school reports to NZQA are consistent with the standard.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Aparima College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, 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

- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Aparima College 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

Aparima 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 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.

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

- ensuring samples of student work are available for submission by being adequately stored

- selecting sufficient samples of student 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

Aparima College 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.

Aparima 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 and teacher checks of entries and results at key times during the year
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

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

Aparima 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 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.

Aparima College assists common understanding of assessment practice by:
- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- 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 Aparima 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 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 2022* (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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024.*

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
- *Aparima College Managing National Assessment – Processes and Procedures, 2024* (Staff Handbook)
- *Aparima College Managing National Assessment - Student Information 2024,* (Student Handbook).
- Aparima College Senior Studies Booklet 2024
- *Assessing Student Learning Policy*
- *Student Progress and achievement Policy.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Heads of Department for:
    - English
    - Humanities
    - Mathematics
    - Science
- four students.

There was a report-back session with the Deputy Principal (Curriculum) 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.