

Managing National Assessment Report

Odyssey House School

October 2022

FINDINGS OF THIS REVIEW

Odyssey House School

26 October 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 2019.

Actions

Agreed actions

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet rangatahi needs	
Update assessment related communications to reflect current practice.	Prior to the start of 2023



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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 5 July 2016 Managing National Assessment Report The 2016 Managing National Assessment report identified a number of actions to be addressed. Verification processes are now adequately documented which ensures that decisions made can be referred to if required to support assessor decisions in the future. All external moderation reports are reviewed, and the outcome and associated action plans are discussed and recorded. These processes and checks have assured the credibility of the results that are reported to NZQA. Some aspects of the school's assessment documentation have been updated but those that still need to be addressed are detailed later in this report.

External moderation processes and response to outcomes Odyssey House School has robust external moderation systems in place to respond to external moderation outcomes and to monitor that any action plans developed as a result are effectively completed. This provides confidence that results submitted to NZQA are credible.

On return of the external moderation reports, all feedback is discussed between the kaiako and the Principal's Nominee. If it has identified issues, the kaiako will seek advice from their subject mentor to develop an action plan to address the issue. The Principal's Nominee monitors the completion of each action plan and that it has addressed the issue identified.

There continues to be a high level of agreement between the judgements of assessors and NZQA moderators.

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)

Self-review at the school is based around ensuring the individual learning needs of the rangatahi are being met. The primary focus of Odyssey House School is to respond to the needs of rangatahi as they arrive and enter the school. Most are only there for a limited period of time and are at various levels of the curriculum. Continual review of individuals' learning needs helps kaiako develop and adapt programmes as required.

Developing a system to keep whānau informed of student progress The Principal's Nominee is looking at ways to encourage more engagement of whānau with the learning progress of the rangatahi. He believes this support will help encourage the rangatahi to continue on a positive pathway of learning, see them achieve successfully in a school situation and be able to have discussions on future pathways.

Credible assessment practice to meet rangatahi 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)

Meeting individual student needs Odyssey House School develops individual learning plans for every rangatahi. In the context of the school, this is an appropriate approach to meet the needs of students.

Kaiako work with rangatahi on entry to the school to ascertain what level of the curriculum they are at, whether they have achieved any credits previously and what would be a positive learning pathway for them. Each rangatahi learning programme is at a level that meets their individual needs and any assessment they complete is when they are ready to do so. The school wants to provide a positive learning experience for all their rangatahi to encourage further engagement in school. Flexible assessment is offered to accommodate the complex needs of rangatahi and their current level of achievement. Rangatahi receive one to one support at all times.

The Principal's Nominee and kaiako communicate NCEA information to rangatahi on a need-to-know basis, alongside supporting them to achieve any standards assessed. This individualised approach is appropriate for rangatahi as many have limited school experience. Kaiako are aware that this is often the first credits achieved towards a qualification and will provide them with more information as required to encourage them towards a return to school or career pathway.

Update documentation to clarify assessment practice The teachers' handbook needs to be updated to reflect current practice and be fit for purpose, to ensure it reflects the special character of the school and its specific requirements. Updates must be made for the following:

- requirements for resubmissions
- external moderation:
 - selection of student work,
 - use of the Moderation App in the school login
 - digital submissions
- fees and financial assistance, which are no longer required (except in relation to reconsideration of external results)
- verification of results prior to reporting to NZQA.

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)

Robust moderation processes The school has robust processes to ensure the credibility of results being reported to NZQA. As a result of these checks the Principal's Nominee can be confident that all results reported to NZQA are credible.

All internally assessed standards are critiqued prior to use. Kaiako use clarification documents, exemplars, previous verification notes and external moderators reports to inform their assessment judgements. Once marking is complete, grades awarded

on all internally assessed standards are verified by subject specialists from other schools.

The Principal's Nominee monitors that all internal moderation processes are completed according to expectation. This involves checking the documentation of the steps in the process including the completion of the internal moderation cover sheets, the recording of verification discussions and the appropriate storage of rangatahi work.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of rangatahi

Odyssey House School has effective processes and procedures for meeting the assessment needs of their rangatahi by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on rangatahi interests, needs, abilities and aspirations
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so rangatahi can present their best standard-specific evidence of achievement
- assessing rangatahi when they are ready
- using a range of methods for collecting assessment evidence, to meet rangatahi needs
- ensuring kaiako are aware of individual rangatahi with special assessment conditions entitlements, and resourcing their support

Odyssey House School has effective processes and procedures for:

- managing resubmission and further opportunities for assessment
- monitoring the authenticity of rangatahi work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding rangatahi privacy in the issuing of rangatahi results.

Effective internal and external moderation to assure assessment quality

Odyssey House School 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 rangatahi 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.

Odyssey House School has effective processes and procedures for managing external moderation by:

- ensuring samples of rangatahi work are available for submission by being adequately stored
- selecting sufficient samples of rangatahi 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

Odyssey House School effectively uses assessment-related data to support achievement outcomes for rangatahi by:

- monitoring and tracking rangatahi progress
- evaluating the effectiveness of assessment programmes to ensure these allow rangatahi to meet their assessment goals, and inform changes to courses and standards offered
- gathering rangatahi voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Operations Manager Youth Services a biannual analysis of NCEA achievement.

Odyssey House School 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 rangatahi and kaiako checks of entries and results at key times during the year
- ensuring low levels of internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding

Effective communication to inform kaiako, and rangatahi and their whānau about assessment

Odyssey House School has effective processes and procedures for:

- supporting rangatahi to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- celebrating rangatahi success.

Odyssey House School assists common understanding of assessment practice by:

- informing rangatahi about suitable learning pathways
- supporting rangatahi 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 Odyssey House School:

- 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 kaiako, rangatahi 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 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 2022* (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
- *Odyssey School Teacher Handbook 2016*.

The School Relationship Manager met with:

- the Principal's Nominee/ teacher of Mathematics

There was a report-back session with the Principal's Nominee/ Acting Principal 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.

Background

Odyssey House School is a special residential school for young people presenting with substance abuse and addiction problems. Some students have spent long periods of time out of school before coming to Odyssey House. Education is the key component of the holistic treatment approach of the therapeutic community model. The length of time in the school varies significantly from a few weeks to six months or more.

At the time of the review there was only one teacher employed who has taken on the role of Principal's Nominee and is acting Principal until further appointments are made.