

Managing National Assessment Report

OneSchool Global

September 2022

FINDINGS OF THIS REVIEW

OneSchool Global

31 August, 8 and 21 September 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 2020.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Continue to strengthen assessment practices to ensure consistency across all campuses.	Within the next year and ongoing.



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8 November 2022

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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 24 October 2018 Managing National Assessment Report

The six items identified for action in the last review have been addressed.

The school's monitoring of internal moderation is robust, ensuring that results reported to NZQA have been quality assured.

Most entries are reported with a result, reflecting students' intended assessment programmes. Annually there are minimal or no outliers where internal and external results differ from the national pattern for schools with similar characteristics. Where discrepancies occur, the school undertakes a review to determine the underlying reason for the outcome.

Authenticity practices have been strengthened. The school, however, intends to reinforce and extend these measures, as discussed in the Credible Assessment Practice section of this report. Appeal documentation and students' attention have been appropriately directed to focus on conditions of assessment, rather than wholly on the grade awarded. Information on resubmission reflects NZQA requirements.

External moderation processes and response to outcomes The school's response to external moderation is effective, thorough, and timely, supporting the credibility of results reported to NZQA. The Principal's Nominee and the Head of Department review external moderation reports. When assessment judgements are inconsistent with the standard, the Principal's Nominee discusses the feedback with the Head of Department. Department leaders take responsibility to lead the actions required to resolve the issue. Senior leaders readily provide access to professional learning.

The Principal's Nominee monitors the completion and effectiveness of actions taken to address external moderation inconsistencies and together with senior leaders continues to evaluate the impact of changes for overall improvement in subjects. Sound rates of consistency of assessor judgements reflect the school's robust internal moderation processes and effective response to external moderation feedback.

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)

OneSchool Global have extended their self-review capacity to better meet the academic needs of students through improving student engagement in learning and assessment and providing equity of access across campuses. The Principal's Nominee, who is also the Director of Studies for the Senior School, is effectively leading review, assessment, and quality assurance processes. The Principal's Nominee, supported by the Regional Leadership Team, NCEA Manager, NCEA Co-ordinators at each campus, Heads of Department and teachers, collaboratively fosters student achievement.

OneSchool Global's strategic purpose is ensuring students develop the learning dispositions to achieve to their full potential, in an environment underpinned by the community's values.

The Principal's Nominee is systematically reviewing all assessment policies and procedures school-wide, recognising the challenge of maintaining consistent practice across all campuses. She highlights areas of best practice, works with teachers to address inconsistencies when they occur, and plans to continue improvements through ongoing review, as outlined in the Credible Assessment Practice section of this report. An example is the intention to strengthen teacher self-review at the end of the assignment phase of the learning model, which further informs Head of Department analysis of learning programmes and assessment outcomes, and school wide strategic goals.

The Principal's Nominee and leadership team share responsibility for credible assessment practice with all staff, building capability and ownership of consistent assessment and moderation practices. This provides opportunities for professional growth and improved connection and communication across the school. The network of meetings of different groups of staff focuses on sharing of best practice. Teachers interviewed indicated their commitment to supporting student academic success, acknowledged the recent change to a more collaborative assessment culture and appreciated the approachability and support of the Principal's Nominee.

Academic success valued and promoted The school and its community have aspirational goals and high expectations of academic success and provide the support for both students and teachers to meet this goal. Evidence of the success of this approach is the high academic attainment in all NCEA levels, University Entrance and certificate and course endorsement.

A current school-wide goal is to lift the University Entrance attainment rate to the level of the top performing schools nationally. This aim resonates with the school ethos of individual responsibility and commitment to the pursuit of excellence. Each campus sets its own target appropriate for its Year 13 cohort and achievement goals for each year level.

To achieve the school-wide goal of academic excellence, tracking of student progress towards achievement is comprehensive and continuous and students are well supported. The Principal's Nominee regularly keeps senior leaders informed of school-wide achievement progress. Students and their parents access the student management system for current attainment. Feedback from students and their parents is encouraged. Parents are supportive and engaged, and frequently communicated with, including when concerns arise.

Enhanced engagement in external assessment The school has made changes to the delivery of external assessment to be well positioned for an effective transition to the digital first approach of the NCEA Change Programme. In 2022 the school engaged in all forms of digital external assessment using the NZQA digital platform, with involvement in digital practice and end of year exams and piloting Review of Achievement Standards subjects. Previously the school had not engaged in digital external assessment. A digital approach also complements the mode students use to learn and produce evidence for internal assessments.

Digital engagement will support logistical planning for assessment in the changed qualification and build teacher confidence to run assessments, with time to resolve any issues that arise.

Senior teachers are also evaluating the best approach to deliver teaching, learning and assessment for the Literacy and Numeracy co-requisites.

In 2022 the school has established its own exam centres. To support this change, Exam Centre Managers have observed the management of school practice exams at their relevant campuses, to identify how to provide the most conducive atmosphere for students during the NZQA exams.

OneSchool Global is strategically well-paced to support student engagement in learning and assessment, leading to achievement. Senior leadership can be confident that when assessment issues are identified, the school has the necessary people and processes in place to resolve these.

Credible assessment practice to meet student 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)

Extensive support for students OneSchool Global aims to support every student to engage in learning and assessment opportunities to achieve their best and realise their personal goals and career aspirations.

This commitment is structured on a self-directed approach to teaching and learning. School-wide teaching, learning and assessment is significantly enabled by a digital learning management system which connects all digital tools used by students and teachers. The platform allows high levels of collaboration across the school community and supports the optimal learning outcomes for students. Because of the school's technological capacity, the disruption to the delivery of learning and assessment was minimal due to Covid lockdowns.

The school provides significant daily guidance for students in Learning Centres when they are not participating in their online lessons. During this independent learning time, Learning Centre Coaches, and other subject teachers, provide students with academic expertise and counselling for their learning and assessment needs. Online lessons are recorded for later reviewing. Learning tools and an abundance of resources for support and further research are available, refreshed and continually developed.

Students interviewed stated they value the positive relationships with teachers and their support to attain their assessment goals. They indicated their teachers were readily available via email, for online tutorials, or one to one guidance, and the obligatory checkpoints for each standard provided constructive feedback and assisted them to manage their assessment workload.

The school finds a meaningful learning and assessment pathway for all students. Those students with learning or other needs are identified and offered a vocational pathway programme, as required. The Gateway and Alternative Pathways Co-ordinator designs an Individual Learning Plan based on an appropriate pathway for

each student. Students undertake workplace experiences in school community businesses and are assessed in standards offered by external providers.

OneSchool Global removes barriers to fair assessment by identifying and assessing a high proportion of students to support applications for entitlement to special assessment conditions. Staff are informed of student entitlements and students are well catered for in internal assessment, and external exams. Student Support Coordinators also play an important role assisting students.

The school offers differentiated learning and assessment. Students are able to study some optional standards and the collection of evidence of achievement has been broadened to reflect students' learning styles and abilities, for example verbal submissions and video making.

Goal to further strengthen credible assessment The Principal's Nominee working in collaboration with the NCEA Manager will continue to support NCEA Coordinators, Heads of Department, and teachers across all campuses to consistently use a full range of credible assessment strategies. This approach will unequivocally allow the school to confirm their confidence that all reported results are reliable.

Since the last review, a number of assessment practices have been reviewed and strengthened, where needed. An example is that students undertaking resubmissions are supervised and a defined time period is provided to rectify the minor error, to ensure a consistent approach. Teachers document which students are offered resubmission in a standard for the year group and the reason. This transparency supports teacher best practice, including ensuring students understand the achievement criteria of the standard.

Similarly, students' propensity to appeal their grade has been reduced by teachers documenting and sharing explanations for the level of achievement.

The school undertakes the same rigorous moderation to quality assure evidence for derived grades as for internal assessment, to ensure credible results will be reported should a student need to access them.

Assessments are run through the Turnitin function on the learning management system at both formative checkpoints and the submitted summative student work. Regular, annotated milestone checks are a feature of the school's assessment practice. Changing contexts from year to year, teacher-student conferencing and reinforcing with teachers that feedback feedforward during the assessment process must not give too much guidance to students and, most importantly, knowledge of the student and their abilities are among the strategies used to ensure the authenticity of student work.

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 processes and monitoring of internal moderation OneSchool Global has embedded into practice its well-defined internal moderation steps to maintain robust quality assurance, transparency of moderation effectiveness and issues to inform future decisions, and consistency across all subjects.

A sample of strategically selected student work is verified for each teacher assessing a standard. Student work is purposefully selected at grade boundaries or work requiring review and can also include randomly selected samples to confirm consistency of assessor judgements. Further verification occurs where there are inconsistent judgements, and the teacher is supported to better understand the requirements of the standard and to confidently meet school expectations.

Teachers document each step of the moderation process. Heads of Department monitor these records for completion and review assessment practice patterns, such as the resubmissions offered and the outcomes. The Principal's Nominee regularly reconciles moderation documentation with actual practice, including student work across all subject areas. She supports improvement by following up when issues are identified.

Teachers interviewed for the review articulated a commitment to making assessment judgements consistent with the standard. Senior leadership can be confident that internal moderation procedures carried out in all departments across the campuses are complete and rigorous, and results reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

OneSchool Global has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

OneSchool Global 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
- assuring valid, verifiable, and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

OneSchool Global 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.

OneSchool Global 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

OneSchool Global 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.

OneSchool Global 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
- 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 and their families about assessment

OneSchool Global 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, such as the holding of parent gatherings.

OneSchool Global 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 OneSchool Global:

- 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.

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
- *2022 NCEA Assessment Handbook for Students, Parents and Staff*
- *2022 NCEA Handbook for Staff*

The School Relationship Managers met with:

- the Principal's Nominee
- NCEA Manager
- Heads of Department for:
 - English
 - Gateways and Alternative Pathways
 - Physical Education
 - Science
 - Technology
- Teachers of:
 - English
 - Science
- twelve students.

There was a report-back session with the 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. A meeting was held with the Regional Principal and members of the Regional Leadership Team following the release of the draft report.

Background

OneSchool Global New Zealand has seventeen campuses throughout the country. The review involved visiting three of the campuses. The Principal's Nominee and National Manager liaise with the NCEA Coordinator and Campus Principal at each site. Subject areas are overseen by Heads of Department who are based throughout the country. Students undertake study online through the video conferencing platform, Zoom, supported by the Learning Management System, Canvas, and the Office 365 suite of features.