

Managing National Assessment Report

Twizel Area School

August 2022

FINDINGS OF THIS REVIEW

Twizel Area School

11 August 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 2021.

Actions and considerations

No action required

The school has no action items relating to the quality of its assessment systems.

For consideration

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

- Clarify the use of checkpoints and feedback/feedforward with teachers new to NCEA assessment.



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12 September 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 11 May 2017 Managing National Assessment Report The school has resolved all the previous action items by:

- ensuring responses to external moderation reports are documented and ensuring the outcomes are evaluated
- clarifying resubmission and further assessment opportunities with all staff and updating the staff and student handbooks accordingly
- using school-based evidence to support applications for special assessment conditions
- clarifying that tasks from public sources must be modified if the results are to be used for derived grades
- ensuring all staff understand that student work for verification should be purposefully selected and sufficient
- ensuring all internal entries have a result reported or are withdrawn if no assessment has taken place
- updating the staff and student handbooks to ensure the information is current, accurate and fit for purpose.

External moderation processes and response to outcomes In 2022, the majority of assessor decisions were consistent and met national external moderation requirements. The new Principal's Nominee is effectively monitoring all steps in the moderation process despite having to manage a change to the school's Student Management System. As the majority of teachers in the school are the sole subject specialist, most samples of student work are sent outside the school for grade verification. As a result, the majority of assessment judgements were found to be consistent with the standard following the 2021 external moderation round.

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)

Twizel Area School is using its own processes of self-review based on data analysis and staff/student voice to build teacher capability and implement changes that will continue to improve assessment outcomes for all students.

Contextualised learning and a coherent, localised curriculum are long held features of the purposeful, meaningful, and relevant NCEA assessment carried out in the school. Local employment opportunities in Tourism and Hospitality are behind recent moves to extend the school's consent to assess by offering Hospitality courses that meet industry standards. Student demand for the Hospitality pathway to extend to Level 3 can be met when the school gains a full industrial kitchen as part of the current redevelopment. A coherent local curriculum is being redeveloped from year 1

to 13 to make the most of what the region has to offer in terms of E.O.T.C., Outdoor Education and Environmental Studies, to name a few.

Supporting Achievement for Māori students Since the last Managing National Assessment review, the school has been working with a consultancy to refine its strategic approach to improving outcomes for Māori students. With the Māori roll around twenty percent, the school leadership is actively seeking to “*represent them equally throughout (our) school so that they see themselves in the narrative (we) paint about New Zealand / Aotearoa society.*” The school is gathering student voice to measure the effectiveness of its strategies to improve cultural inclusivity and integrate mātauranga Māori into teaching, learning and assessment.

In 2022, 100 percent of Māori students achieved Level 2 NCEA. These students are individually tracked to ensure they meet their goals. The achievement outcomes of each individual are reported to the Board of Trustees annually, including their destination when they leave school. The school is working with the *Kāhui Ako Ki Te Tai Tonga* to:

- promote the use of te reo Māori within the kura to normalise its use in everyday language
- develop and maintain positive relationship with Te Whare Mahana
- provide equitable learning opportunities for learning te ao me te reo Māori
- illustrate the correct way to pronounce common Māori kupu.

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)

Twizel Area School has thirty-seven students engaged in NCEA with more than half of those students on personalised programmes. Highly specialised subjects that the school is unable to offer, can be taken through NetNZ and Te Aho o Te Kura Pounamu. With most of its students regularly learning online, the school offers digital exams and is keen to engage with the Review of Achievement Standards pilots to prepare for future assessment.

Flexible assessment practice meets students’ needs Twizel Area School’s assessment practice supports students to achieve their academic and vocational goals within an inclusive environment that caters for their individual learning needs. Assessment prioritises localised, authentic contexts to engage students’ interests and maximise prior learning. There is a high degree of differentiation and personalisation and assessment dates are fluid with students assessed when ready. Effective use is made of external providers to extend learning opportunities that the school cannot provide due to its size and low number of specialist staff. For the past three years, NCEA achievement outcomes have exceeded those of comparable schools and schools nationally, across all levels.

Mentor teachers strengthen tracking of student progress Since the last *Managing National Assessment* review, every senior student is allocated one of their teachers to act as a mentor. The mentor teacher is available to:

- discuss a student's concerns or progress
- track progress towards the qualification, identify any student "at risk" and support students to reach their goals
- meet with students and whānau at several three-way conferences during the year to set and review students' goals
- provide feedback from the meetings to inform the report writing process.

The effectiveness of the mentoring programme is currently under review to ensure it is fit for purpose and meeting student needs.

Clarify the use of checkpoints and feedback/feedforward with teachers new to NCEA assessment One teacher interviewed, who is new to NCEA assessment, reported a high number of Not Achieved results in one assessment. This creates additional workload for teachers and students if a Further Assessment Opportunity is required. Where evidence of achievement is collected over an extended period, new teachers need guidance on using milestones or checkpoints, so students can present their best standard-specific evidence of achievement. This good practice will usually remove the need for resubmission and minimise failure to complete work within set timeframes.

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)

Effective Monitoring of Internal Moderation Following the last *Managing National Assessment* review, most of the storage and tracking of internal moderation has moved online and can be monitored through a shared drive. The adoption of this online system has enabled assessment and moderation to continue remotely through the disruption caused by COVID-19 and ensures credible results are reported.

The Principal's Nominee collects every *Internal Moderation Cover Sheet* checking the grade verifier is a subject expert and ensures the student work is purposefully selected. Most staff interviewed record verification discussions either on the cover sheet, or they provide the Principal's Nominee with access to the email detailing discussion of the assessor's grade judgements. This good practice provides comprehensive understanding of where the grade boundaries lie, and also confirms the robustness of the verification process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Twizel Area School has effective processes and procedures for meeting the assessment needs of their 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 for courses the school is unable to offer and extending the school's Consent to Assess if required
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Twizel Area School 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Twizel Area 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 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.

Twizel Area School 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

Twizel Area School 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.

Twizel Area 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 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**Twizel Area School 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 assemblies to celebrate NCEA Certificate Endorsement.

Twizel Area School 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 Twizel Area 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 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 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:

- a sample of assessment statements and course outlines for a range of subjects
- a sample of subject reports to the Board of Trustees
- information on their actions and self-review since the last Managing National Assessment report
- *New Zealand Qualifications Framework Staff Handbook 2022*
- *TAS Strategic Plan 2022 -2024*
- *Twizel Area School National Assessment Student Handbook 2022*

The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- Teachers in Charge of:
 - English
 - Gateway and Careers
 - Health and Food Technology
 - Mathematics
 - Science
- three students.

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.