

Managing National Assessment Report

Whitby Collegiate

03 August 2021

What this report is about

This report summarises NZQA's review of how effectively Whitby Collegiate:

- 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, in combination with the most recent Education Review Office report, 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; 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 2021* (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
- *Whitby Collegiate Assessment Policy and Procedures: Staff Handbook 2021*
- *NCEA at Whitby Collegiate – Information to Students and Parents 2021* (Presentation)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculties for:
 - Humanities
 - Science, Mathematics and Technology
- Teachers of:
 - English
 - Geography
- three students.

There was a report-back session with the Chief Executive 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.

Background

In the time since the last Managing National Assessment review the school has changed proprietors. Previously known as Samuel Marsden Collegiate, Whitby the school is now under new ownership and known as Whitby Collegiate.

SUMMARY

Whitby Collegiate

03 August 2021

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.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2020 due to the COVID-19 pandemic.

What the school is doing well

Whitby Collegiate staff and students aspire to their motto: Manaakitanga, Manawaroa, Hiranga - Respect, Resilience, Excellence. The experienced senior leadership team ensure that academic outcomes for students are based on high quality learning and strong inter-relationships, where students' goals and needs are identified and supported.

The school has good review structures which enhance informed decision making about courses and the development of initiatives to support students to attain their academic goals. The school is aware of the learning needs of its students and uses this to design appropriate interventions to support student achievement. Some examples of this include appropriate advancement for gifted and talented students, the identification and provision of support for students entitled to special assessment conditions, and the development of shared individual action plans for all Year 11 students and strategies to support Pacific student achievement.

The school's internal moderation process is managed effectively by the Principal's Nominee. She gains assurance that internal moderation is completed for all standards prior to the reporting of results to NZQA. Assessors are provided with useful documentation and support for implementing the expected process and the Principal's Nominee oversees the completion of the required steps prior to the reporting of results.

NZQA is provided with accurate and timely assessment data. Information about students and cohorts is used alongside current attainment data to plan future courses. This supports teachers to design course that are responsive to student needs.

Effective communication through multiple channels, including face to face and digital, provides students and families with ready access to assessment results and information about assessment processes.

The Principal's Nominee's leadership ensures that robust systems for managing assessment for NCEA are in place and consistently applied, and that staff are kept up to date with information about changes.

Areas for improvement

Senior leaders should provide clear guidance about their expectations for the follow up of external moderation reports. The 2021 moderation cycle is an opportunity for the school to ensure that external moderator feedback is adequately responded to by teachers and action plans evaluated for effectiveness by senior staff.

Some other steps for the school to consider are detailed in the body of the report.

Agreed action

The school agreed that the following action will improve the quality of their assessment systems. These are:

- provide clear guidance to staff about their expectations for follow-up of external moderators' reports.

Kay Wilson
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School Quality Assurance and Liaison

18 November 2021

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FINDINGS OF THIS REVIEW

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

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 04 May 2017 Managing National Assessment Report The school has addressed the agreed actions in the previous review. A change of practice regarding the reporting of results for Year 10 students ensures that results are reported for all students who have had an adequate opportunity for assessment. The second agreed action concerning the clarification of roles, responsibilities, and reporting lines for external moderation between the two Samuel Marsden campuses has been superseded by events between reviews and is no longer relevant.

Response to external moderation outcomes NZQA moderators have identified a high level of agreement between assessor judgements and the national standard. This provides evidence of effective internal moderation practice in the school.

Provide teachers with guidance about the expectations for effective follow-up

Clear guidance from Senior Leaders about their expectations for follow-up of external moderator reports would support teachers in developing and evaluating action plans. Action plans need to be developed where external moderators have identified issues. This could include amending tasks, professional development for assessors or reconsideration of suitable grade verifiers. Actions taken should be agreed with a faculty leader and then evaluated for effectiveness in subsequent moderation cycles.

Internal review

Evidence for 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)

The school conducts effective internal review of assessment outcomes and processes. Review assures senior leaders that best practice for assessment is embedded and consistently applied by teachers. Teachers analyse results to understand their students' needs and to evaluate learning and assessment programmes. Senior leaders analyse attainment data against strategic goals to determine next steps for the school.

Review by staff of assessment and engagement data in 2020 identified that comprehensive action plans should be developed to support each individual student. The plans are created and shared between teachers, students, and their parents to strengthen the development and understanding of learning and support strategies, attainment goals, and pathway aspirations. In 2021 an action plan for every Year 11 student has been created and shared. The school plans to broaden this to all senior students over the coming years.

The school has identified that an increasing proportion of its students are from the Pacific community. While the numbers are not yet very high, they have introduced programmes in the junior school to support early understanding of senior assessment practice, the NCEA and the importance of STEM subjects in a balanced programme.

These initiatives include the formation of a Pacific Parents' Association, an NCEA information evening aimed at supporting Pacific families, and additional tutoring support being made available for Pacific students.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review. Senior management undertakes to:

- provide clear guidance to staff about their expectations for follow-up of external moderators' reports.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for 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)

Whitby Collegiate has effective processes and procedures for meeting the assessment needs of their students by:

- applying for special assessment conditions and providing appropriate support for eligible students
- providing advancement and extension courses for students, including options to undertake some NCEA assessment at Year 10
- partnering with Te Aho o Te Kura Pounamu to support access to learning and assessment programmes to meet the needs of all students
- providing consistent resubmission practice, in line with NZQA expectations, across faculties
- using milestones and feedback to help students present their best work and manage their deadlines
- prioritising assessing when ready.

Whitby Collegiate has effective processes and procedures for:

- supporting teachers and students to manage assessment deadlines
- applying for extensions and managing missed and late assessment
- monitoring student submissions for breaches of authenticity using a variety of tools and investigating possible breaches of internal assessment rules
- students to be able to appeal grades and have their appeal investigated using the principles of natural justice
- meeting the requirements of the *Privacy Act 2020*.

Individual action plans for students provide effective support An action plan is developed for each Year 11 student supporting their individual academic and assessment pathway. Teachers access and contribute to shared information such as goals, career plans, learning needs, and special assessment conditions entitlements. This document is shared with the student and their parents to support review and currency.

Ensure all teachers use a quality assurance process to confirm derived grades

Information provided to teachers about derived grades should confirm the process required for quality assuring grades. Most, but not all, teachers interviewed for the review appropriately used an internal moderation process to quality assure derived grades. Making the expected process clear in the documentation given to teachers, and including the justification process for checking grades, supports consistent application and the validity of the grades reported.

For consideration

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

- ensuring all teachers have access to information about the expected process for quality assuring derived grades.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Whitby Collegiate has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued appropriately prior to use
- using subject specialists to verify a purposefully selected sample of student work
- documenting the steps required using an *Internal Moderation Cover Sheet*, which provides assurance to the Principal's Nominee that the process has been completed prior to any results being reported
- providing regular opportunities for all teachers to discuss and review the school's system with Heads of Faculty and the Principal's Nominee to ensure that it is well understood, consistently applied, and fit for purpose.

Whitby Collegiate has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored.

Improve documentation of grade verification discussions Evidence of verification discussions should be recorded consistently. When verifiers discuss samples at the grade boundary it is useful to record elements of the discussion as these support assessors to make judgements in the future. Currently, some teachers document this evidence, but the system would be strengthened if the focus for all teachers was on recording justification for grade boundary decisions.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- recording justification for grade boundary decisions consistently to inform future assessor judgements.

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

*Evidence for data management and use supporting student achievement outcomes.
(CAAS Guidelines 2.6v, 2.7i-iii)*

Whitby Collegiate effectively uses assessment-related data to support achievement outcomes for students by:

- evaluating courses annually to improve teaching and assessment practice
- analysing outcome data for trends when making decisions about which standards and assessments to offer in courses
- reporting results to students and families using the online portal to the student management system, so that they can have up-to-date information about attainment and progress
- tracking academic progress to assist with monitoring and mentoring students towards meeting their goals.

Whitby Collegiate reports accurate achievement data by:

- submitting regular data files and using submission information and key indicators to identify and address errors
- the Principal's Nominee actively managing the setting up of, and any required amendment to markbooks
- checking that all internal entries have results, or are withdrawn, as appropriate, by the published due date.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Whitby Collegiate has effective processes and procedures for:

- providing students with outlines and assessment planners for all courses they undertake
- sharing important forms and documents with students and parents online
- providing parents with information about assessment policies and procedures and receiving feedback and confirmation that it has been understood.

Whitby Collegiate assists common understanding of assessment practice by:

- informing parents about NCEA and the school's processes online and in face to face sessions tailored to their needs
- informing teachers about assessment best practice, school processes and providing opportunities to discuss changes.

Students have strong understanding of NCEA, and school processes The Principal's Nominee, in her capacity as Academic Dean, ensures that all senior students have a clear understanding of NCEA. A 5-session rotation with all Year 11 and 12 students provides her with an opportunity to meet with students, explain the details of NCEA, share the school's assessment policies and for them to ask questions and demonstrate their understanding. The students interviewed for this review confidently outlined the requirements of the NCEA and the school's assessment processes.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.