

Managing National Assessment Report

Mission Heights Junior College

July 2024

FINDINGS OF THIS REVIEW

Mission Heights Junior College

26 July 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.

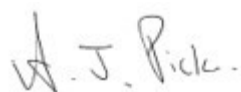
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022

Actions

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure teachers are aware that if they offer students a further assessment opportunity, it must be offered to all students in the school entered in that standard for the current year.	Immediately.



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3 September 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 13 June 2019 Managing National Assessment Report The school has addressed the two action items from their last Managing National Assessment report. The Special Needs Coordinator is aware of the notification and approval process for students who require Special Assessment Conditions, and assessment documentation outlines the privacy requirements for security of student work and results.

External moderation response to outcomes and processes The school's robust internal moderation processes are evident in the high level of consistency between teachers and NZQA moderators. All teachers interviewed stated they review their assessment and moderation practices in accordance with moderator feedback including the development of an action plan as required. Data collected by NZQA indicates that in a number of subject areas teachers have accessed the NZQA Learning Management System, Pūtake, to support them in their interpretation of the evidence required to meet the requirements of new Level One standards.

Recently, the school successfully appealed the outcome of a decision by NZQA external moderators for a standard which reflects their robust practice and the confidence teachers have with their interpretation of the evidence required for standards they assess.

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 of assessment and moderation practice by the school leadership team is based on the principle of making NCEA delivery a positive experience for the students and on continued improvement of quality assurance processes.

The school's strategic aim is to provide assessment opportunities for Year 10 students in NCEA o-requisite standards and a range of Level One achievement standards to prepare them for transition to senior secondary school. Students are only assessed in standards when the school judges they are ready. School management liaises with destination schools to discuss the relevance of standards chosen to the courses they offer and to prevent duplication. The destination schools mainly offer NCEA at Levels Two and Three.

The school's NCEA delivery model is based on cross-curricula shared leadership through regular quality assurance meetings between Learning Area Liaison teachers and Whānau groups with senior management. These meetings require all teachers of standards-based assessment to discuss and review the achievement standards they are offering with a focus on task design, the methods used to collect evidence and to address issues identified from internal and external moderation. Student voice is also used by teachers to construct assessment opportunities that reflect individual student or cohort capability, learning needs and interests.

The focus of recent Learning Area Liaison meetings has included discussion on the readiness of students for NCEA Co-requisite assessments with a decision that only those students deemed to be ready, should be entered. This action resulted in a one hundred percent pass rate in the most recent assessment opportunity. Strategies to manage authenticity have also been discussed and implemented with the advent of Artificial Intelligence. Students interviewed for the review stated they can use Artificial Intelligence to capture ideas but understood that evidence they presented for assessment had to be their own work. These examples illustrate the effective role of shared leadership in addressing current NCEA assessment issues

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) .

Appropriate NCEA Communication The school annually reviews staff and student assessment documentation to ensure it is still relevant, appropriate and current. The design of communication recognises that for many parents this is their first experience of standards-based assessment and the structure of the NCEA qualification. At the beginning of the year, all Year 10 parents and students are invited to an *NCEA me te Whānau* session delivered by NZQA to explain how NCEA works and, for parents, how to support their children to manage assessment opportunities.

Consistent Assessment Practice Teachers and students interviewed for the review displayed a good understanding of credible assessment practice with consistent interpretation of authenticity, resubmissions, management of missed and late work, privacy requirements for the management of student results and work, breaches of the assessment rules and the appeals process.

However, as discussed during the review, documentation needs to be corrected for the information provided on Further Assessment Opportunities. To be transparent and fair, these opportunities must be offered to all students who were assessed in the first assessment.

Induction of new teachers Recently, the school has employed a number of new teachers who are unfamiliar with assessment of standards for the NCEA qualification. The Principal's Nominee requires all new teachers to complete an online *New Teachers to NCEA* seminar on Pūtake and to utilise the exemplars provided to support their understanding of the evidence required for the successful completion of standards they are offering to their students. In 2024, some teachers from several learning areas had accessed this site.

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)

Two-tier Internal Moderation Process Strategically the school operates a two-tier internal moderation process to ensure confidence in teacher assessment judgements. The school has adopted this approach because it is aware teachers only engage in the delivery and quality assurance of a limited number of Level One

standards. This process has taken on more importance with the introduction of new achievement standards at this level.

Samples of student work are selected purposely across the school's four Whānau groups where students are assessed for a standard at different times using a new task or context. Grade verification is completed by subject experts in the school or externally.

The Principal's Nominee then purposely selects standards across the four Whānau groups which are then verified externally at a secondary school. Although extra workload, this approach is taken because teachers only assess one standard annually which limits the development of their subject expertise and understanding of standards-based assessment.

The feedback teachers receive from other schools develops their confidence in making correct assessment judgements and the capacity of the school to deliver credible assessment, and informs the reviews of tasks, marking schedules and the standards offered.

The robustness of this approach is evident in the external moderation consistency agreement rates between NZQA moderators and teachers as outlined in the report.

Monitoring Internal Moderation The completion of internal moderation for all internal standards assessed is effectively monitored by the Principal's Nominee. All *Internal Moderation Cover Sheets* are stored in a central location with results not reported until these have been completed. Currently the school is investigating using their School Management System to digitise this process which will be more time efficient and create greater visibility for senior management to monitor the process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mission Heights Junior 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
- 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
- providing opportunities for digital assessment including digital exams.

Mission Heights Junior College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission
- 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

Mission Heights Junior 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.

Mission Heights Junior 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

Mission Heights Junior 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.

Mission Heights Junior 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
- ensuring low levels of late external entries, and internal entries with no results.

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

Mission Heights Junior College has effective processes and procedures for:

- 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes

- celebrating students' success.

Mission Heights Junior College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- 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 Mission Heights Junior 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 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 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
- *Mission Heights Junior College, Procedures for Managing NQCF Assessment, 2024* (Staff Handbook)
- *Mission Heights Junior College, NCEA Assessment and Course Booklet 2024* (Student Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers in Charge of:
 - Physical Education and Health
 - Science
 - Social 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.

Background

Mission Heights Junior College offers Year 10 students (if ready) an opportunity to be assessed in six achievement standards across five core curriculum subjects and the NCEA Co-requisite assessments.

The key purpose is to prepare students as they transition into Year 11 in their new school, focusing on learning rather than high stakes assessment. The school believes that NCEA assessment opportunities for students can fall out of learning rather than drive the learning.

The school works closely with neighbouring secondary schools to choose appropriate achievement standards for the Level 1 NCEA qualification when they move into Year 11. These secondary schools also support Mission Heights Junior College internal moderation verification processes, as outlined in this report .