

# **Managing National Assessment Report**

## **Ormiston Senior College School**

**July 2019**

## What this report is about

This report summarises NZQA's review of how effectively Ormiston Senior 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.

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 2019* (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 linked documents:

- information on their actions and self-review since the last Managing National Assessment report
- *NCEA Assessment Guide* (Staff and Student Handbook)
- *Board of Trustees Teaching and Learning policy*
- Ormiston Senior College Strategic plan
- booklet with course options
- personalised bring your own device approach
- evidence of the school's major review of NCEA Level 1
- a sample of
  - an assessment calendar
  - course outlines for Years 11, 12 and 13
  - curriculum leaders meeting reflections
  - end of year course review expectations
  - tracking of external moderation submissions
- links to Curriculum Leaders folders
  - for 2019
  - since 2016.

The School Relationship Manager met with:

- the Principal's Nominee
- Curriculum Leaders of:
  - Mathematics
  - Performing and Visual Arts
  - Physical Education
  - Science
  - Social Sciences
  - Technology
- 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.

# SUMMARY

## Ormiston Senior College

26 July 2019

### 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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

### What the school is doing well

A culture of robust reflection and review enhances assessment and achievement processes at Ormiston Senior College. This culture is based firmly on their set of values and supported using quantitative and qualitative evidence. The success of their approach is evident in the strong achievement of students and thorough assessment practices.

Meeting student needs through providing personalising learning and assessment is one of the school's values. This is shown through teachers personalising assessment tasks and /or timeframes, providing contexts tailored to individual students and enabling student evidence to be provided in a range of forms that allow them to best demonstrate their skill or understanding. Thorough assurance systems ensure that these 'anytime and anywhere' assessment practices are credible.

Curriculum leaders take responsibility for leading assurance processes, expertly managed by the Principal's Nominee. The school has moved to this position over the last four years through building the understanding and skill of middle managers. Like student assessment, each curriculum area can personalise assurance processes to suit its context. Annual review processes provide senior leaders with visibility of the effectiveness of systems.

Successful personalisation of assessment to meet student need requires confident teachers and students. At Ormiston Senior College confidence comes from good communication, commitment to professional learning and engagement with families. Qualitative and quantitative data is used to identify, track and measure tracking. Student confidence is lifted by everyone having a learning adviser who they meet with for up to four timetabled sessions each week focusing on pathways, progress and support. Staff confidence comes from the capable leadership and guidance of the Principal's Nominee and senior managers.

### **Areas for improvement**

There are no agreed action items. The school has determined some next steps which are detailed in the body of the report.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

16 September 2019

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

# 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 19 August 2016 Managing National Assessment Report**

The two agreed items have been actioned. The process to ensure a result is reported for every assessment entry made or to withdraw the entry if an assessment opportunity was not provided has been reviewed, documented and clarified with staff. Information in documentation has been updated.

**Response to external moderation outcomes** The strong agreement rate between national moderators and school assessors indicates that internal moderation at Ormiston Senior College is effectively assuring assessment quality. The approach taken when responding to external moderation illustrates the school's open-minded and learning focused culture.

The Principal's Nominee requires no action from Curriculum Leaders where assessment is consistent with the standard. Where outcomes are not consistent or not yet consistent the Principal's Nominee requires Curriculum Leaders to meet with her and develop an action plan. On completion of the plan the Principal's Nominee checks to make sure that the issues are resolved.

All curriculum leaders comment on external moderation in their annual course review report to the Principal in November each year. To follow up, the Principal meets with each leader to discuss the report, to acknowledge good practice and also monitor that responses are effective.

### 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)*

Ormiston Senior College exemplifies how schools can use internal review to improve assessment outcomes for students. It is a model of effective review practices, driven by improving student outcomes and using qualitative and quantitative data to both inform and measure the success of changes made. Review mechanisms aim to ensure that all parties impacted by the change have genuine input.

**Curriculum change focuses on deep learning in Year 11** Following two years of intensive curriculum review, in 2019 the school implemented a new programme aimed at Year 11 students achieving a Level 2 NCEA certificate over two years. The new curriculum is focuses on deep learning, rather than students achieving a NCEA Level 1 qualification.

The review of Year 11 was triggered by the school identifying

- student assessment workload and stress causing anxiety

- that as a senior college with students first year as Year 11, there was little opportunity to offer deep learning to students before they embarked on NCEA Level 1
- that the different approaches of their two contributing schools meant students arrived with varying preparation for NCEA assessment.

**Deciding why to change** The review was carried out in three steps. Step one focused on problem identification and definition by asking three questions. 'What is it we are trying to fix?' 'What do we need to find out?' 'Why do it?' In 2017, a teacher committee with one representative from each curriculum area was set up to find answers and taking the approach of having everyone on board with the change rather than imposing it.

**Deciding what to change** Having determined 'why', the next step in 2018 was deciding what had to be included in the curriculum to provide deep learning and prepare students for success at NCEA Level 2. Meetings were held with the staff and parents of the two contributing schools along with their own school community. This step led to the generation of good ideas about what the school could do to provide authentic experiences that students could relate to and were linked to the curriculum.

**Deciding how to implement the change** Only once the 'why' and 'what' were established was 'how' then discussed with an additional aim that the programme should help Year 11 students find new pathways and get a better view of the opportunities available to them. It was decided that providing courses in English and Mathematics all year and eight subjects over two semesters would broaden student pathways. In 2019, every Year 11 student is offered one standard per course each semester, except in the Mathematics course as this needs to provide 10 credits so that students can achieve the Level 1 Numeracy requirement.

**Developing reporting on student progress** With the programme being delivered for the first time this year, the review focus has shifted to reporting on student progress. Based on parent and student feedback the school has established standards-based reporting on the expected level of performance that students need to be successful at NCEA Level 2. Each Curriculum Leader has identified subject specific criteria for this.

The school has identified that its next step is to further deepen collaboration between subjects. They have started on this step using an Appreciative Inquiry model to identify possible assessment activities and develop these as a context for 2020.

#### **No action required**

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

## 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 2019 5.5)*

### **Ormiston Senior College has effective processes and procedures for meeting the assessment needs of their students by:**

- applying for special assessment conditions with most applications supported using school-based evidence
- receiving support from learning advisers several times each week which focuses on the students pathways, support with learning and assessment, and tracking progress towards goals
- providing valid resubmission opportunities
- providing career counselling to Year 12 and 13 students to check that their qualifications targets match their plans beyond school.

### **Ormiston Senior College has effective processes and procedures for:**

- missed and late assessment
- checking that student work is their own using *Grammarly*, controlled assessment conditions, checkpoints and document history
- investigating appeals
- reporting a Not Achieved grade where a student has had the opportunity for learning and assessment but presents no evidence
- ensuring evidence for derived grades is standard specific and quality assured
- meeting the requirements of the *Privacy Act 1993*.

**Personalised assessment meets student needs** The school actively encourages teachers to be innovative in meeting individual student need and personalise assessment, particularly as 87% of the student cohort has English as their second language, working towards the model of 'anytime anywhere' assessment.

Approaches include:

- having students choose what form of evidence they can confidently provide for an assessed standard
- allowing students to choose their own assessment context so it is relevant to them
- individualising timelines to allow students to work at their own pace to provide evidence to their own timeframes
- giving students multiple formative opportunities to provide evidence then select their best example/s
- constructing tasks that ensure each student can provide an original response.

Most curriculum areas interviewed personalise student assessment. What this looks like varies for each area, but they all described credible practices and management of authenticity. Ensuring that the subject approach allows students to present authentic work is crucial when personalising assessment.



**Equity including equity in Science, Technology, Engineering and Mathematics (STEM) focus is on increasing participation by removing barriers** Personalising assessment helps to engage Māori and Pasifika students in STEM subjects. In 2018, the school found it had some notable successes with previously disengaged Level 2 Māori and Pasifika students by using of a Science Hub to provide tailored tuition. This year they have introduced a Level 3 Science course with no entry pre-requisites to encourage participation of Māori and Pasifika students. Once it has increased student engagement the school recognises that their next step is to support Māori and Pasifika students to achieve equitably with others in STEM subjects.

**No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.

## **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 2019 6.4b)*

### **Ormiston Senior College has effective processes and procedures for managing internal moderation by:**

- providing a Power Point guide that teachers can refer to for clarification
- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work with a focus on work at grade boundaries
- providing time for teachers to mark and moderate work or meet with the external colleagues verifying their judgements
- requiring the process to be completed within three weeks so that return of marked work to students is timely
- requiring curriculum leaders to have a system for documenting that internal moderation has taken place for every standard assessed
- having curriculum leaders monitor that internal moderation has taken place, and reporting on this annually to the Principal's Nominee and Principal before the end of the year.

### **Ormiston Senior College has effective processes and procedures for managing external moderation by:**

- selecting samples of student work to NZQA requirements
- submitting all assessment materials and evidence digitally through the external moderation application
- requesting standards to be moderated
- ensuring samples of student work are provided by being adequately stored.

**School focus on reducing workload by considering verification requirements for sufficiency** Following this year's NZQA Managing National Assessment seminar, the Principal's Nominee included a professional learning focus on strategic selection with the whole staff, and separately with Curriculum Leaders. The degree to which areas have adopted strategic selection for verification this year varies, but they all recognise its potential to reduce verifier workload without compromising the quality of the assurance process.

### **No action required**

No issues with the school's internal and external moderation were identified during this review.

## 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)*

### **Ormiston Senior College effectively uses assessment-related data to support achievement outcomes for students by:**

- using data to reflect, review and measure outcomes
- every teacher completing an extensive course review by the end of each year for senior leaders and self-reflection
- the Principal meeting with Curriculum Leaders to discuss the annual course reviews, reflecting on their successes and next steps
- curriculum areas modifying courses in response to their analysis of achievement data and to student feedback
- tracking of student progress towards their qualifications goal regularly from June onwards, which learning advisers use to encourage and support their mentees.

### **Ormiston Senior College reports accurate achievement data by:**

- submitting regular data files to NZQA from June onwards
- students checking that they agree with the grade before entering it for reporting.

**Personalised assessment challenges data management** The Principal's Nominee plans to review the management of entries and results data. She recognises that personalised assessment systems require careful data management to avoid internal entries without results and external entries that are inaccurate.

As the school's approach to personalisation is that students do their best rather than just gain credits, it supports students when making strategic decisions about entering for and completing assessments. The Principal's Nominee noted that personalisation has resulted in:

- increased voiding of scripts in subjects that personalise
- students absenting themselves from subjects at the end of the examination timetable when they know they have already achieved enough credits to meet their qualifications goal
- teachers overlooking removal of student entries in internal standards where choice was given but not taken up by the student.

While the school has checking processes in place, the Principal's Nominee plans to reinforce these with subject areas to reduce the need for her to manage the data to ensure that it accurately reflects the student's assessment programme.

### **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))*

### **Ormiston Senior College has effective processes and procedures for:**

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedure using a shared online handbook
- checking teacher understanding by the Principal's Nominee using appreciative enquiries to monitor and evaluate authenticity and resubmission for example
- helping students to manage their assessment load by providing an online assessment calendar.

### **Ormiston Senior College assists common understanding of assessment practice by:**

- holding a well-attended careers evening where NCEA information is shared with their non-English speaking community
- including information for parents on assessment procedures on student enrolment
- providing a separate 'Hui Fono' for Māori and Pacific students each term
- having learning advisers communicating regularly with parents
- checking that teachers, students and parents are following processes
- providing teachers with professional time weekly to discuss assessment best practice, and pursue their professional inquiries
- knowing that students understand what they need to achieve in order to gain a qualification.

**Focus on building leadership and professional capacity** Over the last four years the school has strategically developed the understanding and skill of middle managers to lead and train teachers to assess. This has resulted in staff taking ownership for assessment process and development, rather than continuing to be driven by senior leadership. Key to this change is a weekly professional development programme modelling the values and skills senior leaders want staff to adopt for NCEA assessment practice. The Principal's Nominee noted that while this approach means change takes longer to achieve, it leads to greater ownership so more sustainable improvement.

As with student assessment, teachers and curriculum areas are encouraged to personalise processes to suit their context. This includes internal moderation, delivery of courses and assessment, and management of student entries.

### **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.