

Managing National Assessment Report

Northern Health School

July 2022

FINDINGS OF THIS REVIEW

Northern Health School

7 and 8 July 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.

Actions and considerations

No action required

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



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23 August 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 1 August 2019 Managing National Assessment Report

There were no action items from the last review.

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)

Northern Health School's vision statement *Te Puna Whakatipu* encapsulates their purpose of providing a nurturing learning environment for students and prioritising their health and well-being needs. The school utilises the flexibility of the NCEA assessment model mainly through Te Aho o Te Kura Pounamu, to offer opportunities to students whose health is compromised. Students engage in learning and assessment and achieve academic success. The school supports a positive transition to the school of enrolment, other education or training, or work opportunities, as appropriate.

School-wide relationships inform professional learning and enable sharing of resources and good practice to meet student needs and support academic learning. The interconnection of senior leaders, unit and curriculum leaders, and teachers enables collaboration across the different sites. Each organisational level of the school meets regularly to discuss student progress and any issues identified. The Principal's Nominee has oversight of assessment practice across units and attends senior leadership meetings.

Teachers and students co-design learning and assessment. These programmes are tailored to the student's chosen pathway, goals, context of relevance to them, and current learning ability. Teachers also work closely with whānau, health professionals, and the school of enrolment to provide an appropriate learning and assessment programme and when the student is ready, support a planned transition back to the provider school. Positive relationships between students and teachers are characterised by teachers knowing students' individual needs, which is integral to student engagement and confidence in learning and achievement in qualifications. Where possible teachers' curriculum strengths are matched to students' learning and assessment programmes. Students have a reduced programme of learning and assessment, and the suitability of entering in external assessment is evaluated to best support student well-being and their needs.

Student access to a range of learning and assessment opportunities Teachers act as facilitators to learning which is provided by Te Aho o Te Kura Pounamu, other external providers, or the school of enrolment. Teachers follow the assessment requirements of the external provider. The school focuses on students undertaking study in English and Mathematics, to gain literacy and numeracy requirements. Secondary Tertiary Alignment Resource (STAR) trade or skill courses provide meaningful avenues for learning and assessment through external providers for around 20 percent of students.

The 2019 report noted that the school should consider assessing core skills and Supported Learning standards using their own provider code. The school's review identified that currently the assessment challenges and risks of undertaking assessment outweigh the benefits for students and staff. Teachers are required to support students across the full range of schooling ages, they possess different skill sets and do not necessarily have subject standard-specific knowledge. For the school to establish robust quality assurance systems across all units, particularly in the current challenging Covid-19 climate would be demanding. Moreover, staffing is dynamic due to the frequently changing student numbers in units, with students transitioning to the health school and then returning to their school of enrolment, other training, or work. The school considers they can access a broad range of learning and assessment opportunities through external providers, and can be adaptable, as needed to meet student needs.

Impact of the NCEA Change Programme Northern Health School is reviewing teaching and assessment practices in anticipation of the upcoming changes to assessment. The school's goal is to build staff capability to accelerate learning in literacy and numeracy based on the Learning Progressions Framework. Consequently, teachers are developing resources within subject areas to best deliver a programme to improve literacy and numeracy competencies. The intent is to prepare younger students to be well-placed to attain the co-requisite required for the changed qualification and to understand what student readiness looks like. The school is also reviewing how to manage the logistics of the co-requisite with schools of enrolment and across units, and the implications of assessing fewer, larger standards, to minimise the impact on students accessing learning and assessment opportunities, given students variable time with the school.

Professional learning supports best assessment practice The school provides clear and comprehensive assessment information for staff professional learning to support consistent practice and promote collective ownership across the dispersed units. The Principal's Nominee, in the role since 2020, has a thorough knowledge of school assessment processes and manages changes and issues to improve current practice. She effectively leads and regularly communicates school, NZQA and external provider assessment processes to ensure required procedures are being followed. The school's approach has facilitated the development of assessment best practice.

All teachers have access to the same information which supports consistent practice and allows teachers to refer to this themselves, building ownership and capability of assessment procedures. The Principal's Nominee uses a dedicated channel on the school's learning management system to share with teachers expected assessment and reporting procedures. Staff use this channel extensively.

The Principal's Nominee leads a session dedicated to NCEA practice at the start-of-the year meeting with all staff. She also offers teachers online tutorials, and on-site one to one support, as needed. Recorded professional learning sessions and 'how to' one-page documents are also available to upskill teachers and assist their practice to remain current. This approach together with ongoing informal professional dialogue within and across units, strengthens professional learning. Similarly, conversations between staff and whānau facilitates broader understanding of NCEA assessment and consistency of practice.

Teachers participating in the review acknowledged the Principal's Nominee's professionalism and responsiveness to their queries and appreciated her knowledge

and willingness to guide and support them. The Principal's Nominee is supported in her work by the senior leaders, and the staff, who collectively support students to achieve.

Senior leaders and teachers' reflective practice on student well-being, informed by close monitoring of individual student progress, enables student needs to be addressed. The Principal's Nominee's effective leadership of assessment processes provides school-wide consistency and ownership of NCEA practice. Senior leaders can be confident that the Principal's Nominee will identify and resolve any concerns related to assessment practice and data reporting.

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)

Teacher support for learning and assessment Teacher support of student attainment ensures credible assessment outcomes are maintained. They liaise with the external assessor, unpacking their feedback and feedforward and use milestone checks to provide students with direction for learning and to help determine student readiness for assessment. Assessment occurs when the student is ready. Teachers are mindful of the requirements for students to produce authentic work and discuss this with students to ensure results are credible. Transparency of practice and expectations across the school supports this.

Students receive their special assessment entitlements that have been approved through their school of enrolment and Northern Health School makes additional applications for students as needed.

Students have successfully engaged in digital exams at unit exam centres. The school has identified their familiarity with the digital platform and wider implementation across other units will support the digital first approach of the NCEA Change Programme.

Effective tracking of student progress and programme adaptation Teachers use data to support the design of Individual Learning Plans (ILPs) stored on the student management system. ILP data is used to track individual student progress, informing learning and assessment decisions throughout the year, to support student achievement. Quantitative and qualitative data is continuously gathered and documented by teachers which provides real time, comprehensive information on each student. This data allows student progress to be regularly re-evaluated by teachers and their unit leader supervisor and appropriate adjustments to be made to ILPs, when needed, to reflect achievable goals for the student.

Teachers regularly meet with students one on one about their goals and progress. Students are encouraged to access Te Kura through their MyTeKura portal to help them set goals and monitor their own progress. Teachers support students to attain the literacy and numeracy requirements, and to progress towards completion of qualifications, as appropriate. The student's whānau and specialist support team also contribute to ILP development and provide support to address barriers to achievement.

Strengthened reflection on student achievement and data analysis Data management and use effectively supports student achievement outcomes. The Principal's Nominee comprehensively analyses school data to review NCEA achievement patterns for enrolment group, cohorts, success rates within pathways/subjects and for learner groups, and the level of attainment. Student achievement is not analysed using NCEA statistical reports as the school does not assess students.

The Principal's annual analysis report is the basis of discussion for senior leaders and the Board of Trustees, to inform and reflect on student success and the effectiveness of changes made to students' personal learning goals. School-wide student achievement is also analysed against transition goals and learning progression information. The school surveys students and their parents when they transition back to school, further study, or work. Senior leaders use this feedback to inform improvements to support provided. Student achievement analysis is used to highlight the collective responsibility for student attainment achievement by all NCEA teachers.

Improved data management systems The Principal's Nominee's competent management of assessment data enables complete, accurate and timely results to be reported to NZQA. Following a teacher check, the Principal's Nominee thoroughly checks that all results have been correctly reported by the school of enrolment and includes Unexpected Event Grades in her data file submission. An example of improved data management is the reduction of internal results not recorded from 25 percent in 2019 to 0 percent in the past two years. The school ensures results from standards assessed by Te Aho o Te Kura Pounamu are reported by the student's school of enrolment. To facilitate efficient data management, for those students who are no longer engaged in learning and assessment with their school of enrolment, Northern Health School takes over the responsibility of entry and results management.

The Principal's Nominee's active building of collegial working relationships with each school of enrolment has improved levels of understanding of the process of reporting results. The school anticipates this role may be expanded to manage the assessment of the literacy and numeracy co-requisite. Furthermore, the Principal's Nominee is supporting the development of the school's student management system which is not configured to all NZQA processes, such as enabling standards to be grouped in a course, to recognise course endorsement. The Principal's Nominee's identification and efficient addressing of data errors as a result of these thorough processes exemplifies improved school capability.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Northern Health School 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 needs, abilities, and aspirations
- broadening assessment opportunities by engaging with external providers
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- 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 targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Northern Health School has effective processes and procedures for:

- monitoring the authenticity of student work using a range of strategies
- safeguarding student privacy in the issuing of student results.

Effective management and use of assessment-related data

Northern Health 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.

Northern Health 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.

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

Northern Health School has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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.

Northern Health School assists common understanding of assessment practice by:

- 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 Northern Health 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:

- information on their actions and self-review since the last Managing National Assessment report
- *NAG 1 – Curriculum: Assessment for National Qualifications Policy, Northern Health School*
- *NAG 2 – Documentation and Self-Review: Reporting to Families, Schools of Enrolment and Professional Agencies Policy, reviewed 2019*
- *Northern Health School: Assessment Procedures and Best Practice*
- *Northern Health School: NZQA Information*
- *2021 NZQA Board of Trustees Report.*

The School Relationship Manager met with:

- the Principal's Nominee
- three support teachers and
- one student.

There was a report-back session with the Principal, two Deputy Principals 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

The Northern Health School provides education for students in Years 1 to 13 who are not attending regular school due to their high health and/or wellbeing needs. Teachers are based in one of the schools 19 regional units.

Northern Health School has consent to assess against standards, but it does not currently assess students or report results under its own provider code, with the exception of Driver Licence standards. However, teachers supervise and facilitate the learning and assessment of its students by external providers including Te Aho o Te Kura Pounamu, a number of Work Development Councils and the student's school of enrolment.

The scope of this Managing National Assessment review focuses on the school's management of assessment practices for the external providers and the reporting and analysis of results for students enrolled at the school. As Northern Health School does not assess against standards it is not required to undertake moderation.