

Managing National Assessment Report

Central Regional Health School

May 2018

What this report is about

This report summarises NZQA's review of how effectively Central Regional 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 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 2018* (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
- *Assessment Procedures, Central Regional Health School*
- *NZQA Action Plan / Review, Central Regional Health School*
- *Process for Developing / Implementing New Standards at Te Au Rere a te Tonga*
- *Moderation Process Overview, Central Regional Health School - Te Au Rere a te Tonga.*

The School Relationship Manager met with the Principal's Nominee and the Principal, the Assistant Principal and Lead Teacher Te Au Rere a te Tonga, and four Te Au Rere a te Tonga Homeroom teachers.

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

Central Regional Health School is based in Wellington and provides educational programmes for students at 14 sites in the lower half of the North Island, including Te Au Rere a te Tonga (a youth justice residence in Palmerston North), Eponi Care and Protection Residence Lower Hutt, and seven health facilities. Students are enrolled due to their health needs or because they are in residential care.

The Wellington city school supports the learning of students who are unable to attend their regular school as a result of their high health needs. Students are generally taught in their home while some receive support in hospital and others attend the onsite classrooms. Most students remain on the roll of their regular school and undertake learning based on the programme from the regular school.

All assessment of health students occurs under the protocols of the regular school, Te Aho o Te Kura Pounamu (Te Kura) or external tertiary providers, as outlined in the service level agreement or memorandum of understanding between the organisations. The school supports secondary students with their academic needs and to transition back to their regular school, further education or employment.

A small number of students, enrolled under section 9 provisions, are the sole responsibility of Central Regional Health School and are admitted to their roll. Twenty-one section 9 students were entered for national qualifications in 2017.

Health students can be admitted for as little as 4 weeks, while a small number may stay on the roll for up to two years. The average admission period for a student is 15 weeks.

Te Au Rere a te Tonga assesses students against standards on the New Zealand Qualification Framework (NZQF). The intent is to re-engage students in learning and open up educational and vocational opportunities. The length of time students are resident in the centre is generally short and unpredictable and completion of learning

and assessment is not always possible. A group of standards have been selected for assessment with an emphasis on literacy and numeracy, and areas of interest in culture, physical education and vocational pathways such as hospitality, horticulture, carpentry and automotive. Central Regional Health School assessment policies and procedures apply to these students.

Central Regional Health School provides education on-site for the young people at Epuni, also with the aim of re-engaging students in learning. To date no student has undertaken NZQF study.

The Principal's Nominee has responsibility for the oversight of assessment systems, data management and communication of assessment information across the school staff while the Lead Teacher Te Au Rere a te Tonga manages assessment practice, including moderation.

SUMMARY

Central Regional Health School College

10 and 11 May 2018

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 three years.

This review was rescheduled from 2017 with the school's agreement.

What the school is doing well

Central Regional Health School is unwavering in its commitment to hold the student and their learning needs at the heart of their practice. Learning and assessment programmes are individualised, realistic and responsive, underpinned by valid, consistent assessment practice. The school's focus is to foster a core culture based on teacher upskilling and collaboration, encouragement to take responsibility for ensuring effective assessment, and seeking support when needed.

The school has developed assessment practices that maximise opportunities for engagement and positive outcomes, aligned to the needs of the individual student. Personalised pathways are documented in Individual Programmes and are continually re-evaluated.

A small group of appropriate standards have been identified for assessment for Te Au Rere a te Tonga students. Literacy and numeracy are actively targeted to address this aspect of qualification attainment. To encourage students to participate in assessment and to present opportunities to gather evidence of achievement, tasks are matched to student interest and collection of evidence is naturally occurring.

Health students are taught in the home, a health facility, or attend a community classroom with periodic face-to-face contact with their teacher. The focus is to support these students to continue their achievement and successfully transition to a regular school, other vocational options, or employment.

The school has effective internal moderation processes. Focused moderation meetings facilitate school-wide understanding and consistency of practice. High external moderation agreement rates show assessor judgements are usually at the standard and any issues are robustly addressed. The school's approach provides senior management with the confidence that reported results are credible and quality assured.

Assessment data is administered efficiently to ensure accurate results are reported to NZQA in a timely manner.

Assessment practice is effectively managed across the different sites by the Principal's Nominee, new to this role since the last review, who with the Lead Teacher, leads discussion on best practice and sets high expectations for staff. The

Principal's Nominee has a thorough knowledge of school practice, effectively undertakes self-review and change processes, and has the capacity to resolve issues. She is committed to increasing school-wide consistency, understanding and ownership of NCEA processes. Needs-based professional learning is available to staff, as appropriate. Senior leadership are supportive and work collaboratively to provide best outcomes for students. This effective leadership and communication of assessment procedures and processes is facilitating shared ownership of assessment processes.

Areas for improvement

The school acknowledged that the centralisation of memoranda of understanding with the Principal's Nominee has yet to be fully actioned. This will expedite the annual reconciliation of results against external provider codes, to ensure results reported are credible.

The staff handbook on assessment procedures requires minor updating to ensure it fully reflects current practice. Clarification of guidelines for gathering evidence of achievement needs to be included.

Agreed action

The school agreed that these actions will improve the quality of their assessment systems. These are to:

- annually reconcile memoranda of understanding with results reported using other provider codes
- reviewing the NCEA handbook to ensure that it is current and fit for purpose.

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27 June 2018

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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 23 and 24 September 2014 Managing National Assessment Report There were no items to be actioned from the 2014 review.

Response to external moderation outcomes The agreement rates for externally moderated standards have been consistently high. On those occasions where an issue is identified, comprehensive follow up occurs. The Principal's Nominee identifies the concern with the Lead Teacher Te Au Rere a te Tonga, who then develops the steps to be taken to address the issue, including professional learning for staff. Staff value external moderation feedback for the clarification of assessor judgements, assistance with understanding the standard, and to confirm the robustness of the school's internal moderation. The completion of the actions is minuted in staff meeting notes and subsequently evaluated for their effectiveness.

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)

Senior management, in collaboration with the staff, have reviewed assessment strategies to ensure students are best supported to engage in meaningful learning programmes and assessment opportunities as appropriate, based on individual student need. Similarly, the school has deliberately focussed on clarifying assessment processes and strengthening ownership of assessment practice.

As a consequence of the school's internal self-review processes, NCEA assessment strategies have, or are being, reviewed to support student engagement and attainment and ensure practice is credible and current. These include:

- an NZQA action plan for school-identified goals, collaboratively implemented by the Principal, Assistant Principals, and the Principal's Nominee, involving:
 - ensuring the number of standards are manageable in terms of credible internal moderation processes at Te Au Rere a te Tonga, given the high turnover of staff. While upskilling of staff was underway previously, the number of assessed standards were reduced, and focused on literacy and numeracy. A robust system has been developed and implemented for the introduction of additional standards, to ensure staff are confident assessing new standards
 - strengthening internal moderation procedures at Te Au Rere a te Tonga, through staff meetings dedicated to discussing internal moderation, undertaking practise verification exercises at least once a term, and establishing collaborative relationships with colleagues in other schools

- taking an inclusive approach to NZQA entries by creating an active enrolment for section 9 and youth justice students to ensure results do not go unreported, even though involvement with the school may be temporary
- ensuring teachers are informed about assessment procedures through regular and targeted NCEA discussion by the Principal's Nominee and Lead Teacher, including staff meetings, Staff Only and Team Leaders' Days.

Goals remain on the action plan until senior staff are confident that the identified change has become embedded practice.

- a curriculum review currently underway, investigating the 'what, how and why' that constitutes the most relevant and engaging pathways and approach for students
- increasing opportunities for students to present their best evidence of achievement by trialling the collation of naturally occurring evidence in a variety of settings with different teachers. This may be extended to other standards, if successful, including redesigning the delivery of literacy and numeracy and across more than one assessment, as appropriate.

Robust self-review, professional leadership of NCEA procedures and regular opportunities to discuss assessment best practice demonstrate the school's capacity to effectively evaluate and strengthen assessment credibility and quality assurance. Change to assessment practice is driven by responsiveness to individual student need and opportunities to enhance student well-being, engagement and attainment.

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 2018 5.5)

Central Regional Health School has effective processes and procedures for meeting the assessment needs of their students by:

- using Work and Study Skills numeracy and literacy standards to assist students to attain this requirement of the NCEA qualification
- extending assessment opportunities for Te Au Rere a te Tonga students by engaging with external providers to offer vocational courses
- supporting health school students with a choice of standards, including externally assessed standards, from the regular school, Te Kura and tertiary providers
- continually collecting a portfolio of evidence for each student using specifically developed tasks, assessing when there is sufficient evidence gathered and using resubmission to confirm assessment decisions, if necessary
- supporting the special assessment conditions of students, including making applications for students who are the school's sole responsibility, using school-based evidence, as applicable
- effectively managing examinations for students whose health circumstances necessitate a school-based timetable.

Central Regional Health School has effective processes and procedures for:

- ensuring that student work is authentic through students signing a verification coversheet and supervising teacher and carer good practice in their guidance of students, and following the regular school and Te Kura protocols
- recording Not Achieved if evidence does not meet the standard
- meeting the requirements of the *Privacy Act 1993*.

Personalised approach tailored to individual need Individual Programmes (IP) are developed based on the student's needs at the time of admission. The student participates in the IP process, which takes account of previous educational involvement and achievement, with collaborative input from other relevant professionals. Programmes are regularly re-evaluated and are flexible to cater for changing circumstances and student interests. Improved duration of stay information available on admission of Te Au Rere students assists in the planning of responsive programmes.

NCEA programmes at Te Au Rere a te Tonga focus on enabling students to experience assessment success using literacy, numeracy, culture, health and well-being and vocational courses. Standards are purposefully selected to assess evidence that is a natural by-product of the skills and knowledge being developed based on individual student need, interest and capability. To maintain engagement in learning, a small number of students are grouped in a homeroom with two teachers, who provide ongoing feedback and feedforward.

Health school students' programmes focus on wellness and transition goals and are reviewed every 6 – 8 weeks. Teachers support students to continue to experience achievement success, maintain motivation and manage assessment workloads. Close working relationships and effective communication between health school and regular school teachers facilitate this process. Students are assisted to reintegrate back into their regular school or to further education such as a youth training provider or alternative education.

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 2018 6.4b)

Central Regional Health School has effective processes and procedures for managing internal moderation Prior to the initial assessment of any standard, a comprehensive process to demonstrate staff readiness to teach the related curriculum and assess the standard is required. This process is modelled on the steps detailed in the *Internal Moderation Cover Sheet* and includes checking by a colleague in another school currently assessing the standard. Staff professional learning needs are identified. Post-assessment, materials are reviewed and modified as necessary and any additional professional development requirements addressed for teachers as part of ongoing self-review process.

Materials for each standard are stored in a folder for easy access and use by other teachers and are updated by the Lead Teacher, including new tasks, resources and exemplars, and external moderation outcomes.

Assessor judgements are documented on the cover sheet, and together with the student work are passed to another teacher for verification. The Lead Teacher or subject expert within or outside the school is used for additional clarification where required. All materials in completed assessment packs are checked by the Lead Teacher. The Principal's Nominee ensures documented moderation processes reflect actual practice through her participation in moderation meetings.

Central Regional Health School has effective processes and procedures for managing external moderation by:

- selecting a random sample of student work for external moderation to meet NZQA requirements
- storing all student work securely and centrally to ensure that it is available for external moderation.

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)

Central Regional Health School effectively reports accurate achievement data by:

- a thorough recording and checking system for school-based assessment results which are reported to NZQA in a timely manner, using web entry
- regularly reconciling and reporting results from external providers to NZQA and regular schools
- using Key Indicators, file submission and data reports to identify and resolve data errors
- submitting fees paid and financial assistance applications on time, as applicable.

Meaningful analysis of student achievement Student achievement is not analysed against attainment of national qualifications; rather it is based on student engagement and successful transition to the regular school, vocational pathways or employment, as appropriate.

It is not relevant in the context of the school to analyse NCEA statistics reports, given the complexity of the needs and/or the compromised well-being of students, their reduced assessment programme, and the temporary admission of most students.

Ensuring currency of memorandum of understanding The assessment period covered by some memorandum of understanding sighted during the review had expired, allowing the opportunity for results to go unreported. A central storage system to track and reconcile the currency of memorandum of understanding for all outside providers used was instigated at the start of this school year. Once fully implemented, this system will provide confidence to senior management that the appropriate relationship exists when reporting results to NZQA from external providers.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- annually reconcile memoranda of understanding with results reported using other provider codes.

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))

Central Regional Health School has effective processes and procedures for:

- communicating assessment policy and procedure to staff, using face-to-face, written and digital methods, including school bulletins of NZQA matters, the NZQA Myths and Te Kura guide for school co-ordinators.

Central Regional Health School assists common understanding of assessment practice by:

- clarifying expectations of staff, regular discussion at meetings and informal professional dialogue among teachers
- ongoing communication between the Principal's Nominee, Lead Teacher and Team Leaders, who regularly liaise with the teachers in their teams
- reviewing Individual Programme health and educational goals with parents and regular school teachers, and visits to regular schools, as applicable
- discussing with students what they need to achieve to gain literacy and numeracy, or a qualification, as appropriate.

Updating NCEA Handbook information required Some information in the staff handbook does not fully describe current assessment practice, such as evidence collection, language or personnel. A "cleaner, clearer and concise" document covering key information is needed as an accessible self-reference guide for present staff and support the induction of new teacher to understand the school's assessment practice and moderation processes. The reviewed document will enhance the ownership of assessment knowledge and understanding.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- review NCEA handbook to ensure that it is current and fit for purpose.