

Managing National Assessment Report

ACG Parnell College

May 2024

FINDINGS OF THIS REVIEW

ACG Parnell College

15 May 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.

Actions and considerations

Agreed actions

The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Create and document an action plan for those standards requiring a response to feedback from external moderation.	Throughout the 2024 moderation cycle, and ongoing.
Credible assessment practice to meet student needs	
Review the school's end to end quality assurance process for creating, collecting, and reporting derived grades to ensure that they are credible and reported to NZQA within the required timeline.	Before the beginning of external exams in November.

For consideration

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

- assigning English standards to a course so that students have the opportunity to achieve a course endorsement
- strategically selecting samples of student work for internal moderation, to better support assessor judgements.



Amanda Picken
Manager
School Quality Assurance and Liaison

7 June 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 19 June 2018 Managing National Assessment Report

The school has addressed the two action items from this report. Grade decisions are documented on the internal moderation coversheets so that they can be used for benchmarking and reviewing external moderation feedback. Teachers are aware of the requirements for the resubmission of student work so that authenticity is maintained.

External moderation response to outcomes and processes

External moderation feedback is highly valued by teachers as an affirmation of their assessment judgements and for professional learning. The Principal's Nominee meets with teachers to follow up on feedback with not or not yet consistent outcomes.

To strengthen this process, the school should document the outcome of these discussions as an action plan. Documentation not only provides evidence of the quality assurance process, but it also specifies the action(s) that need to be taken to address the issue, who is responsible for doing so, and the timeframe for completing the action(s). The Principal's Nominee can then follow this up to ensure it is completed and teachers are referring to the plan before assessing the standard again, ensuring the required changes are implemented. The changes should then be evaluated for effectiveness once they have had a chance to embed following a few assessment cycles.

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)

The school has effective processes for self-review and to make improvements. It has a well-established model to ensure that assessment practices are credible and reported results are quality assured. Teachers and Curriculum Leaders review student assessment outcomes for improvement and report these to senior leadership. The Principal's Nominee has a close working relationship with the few teachers assessing against NCEA standards that allows them to easily discuss areas of improvement that have been identified and act upon them.

Meeting student needs drove the decision to become an exam centre ACG

Parnell's decision to become an exam centre in 2023 has expanded assessment opportunities for the school and its students. The school identified that becoming an exam centre benefited the students and the future direction of the school. Attending exams in an unfamiliar centre was a barrier for some students as they felt uncomfortable going into an unknown environment. Sitting exams in a familiar environment to remove this barrier will help improve exam attendance.

External standards are now offered in English to expand the assessment opportunities available to students. This required teachers to deliver more breadth of knowledge and skills in their English programme. Students now have more variety and challenge in their course to better meet their needs.

Furthermore, the school can now offer digitally assessed exams. This supports the school to provide students with digital skills and prepare them for the future outside of school.

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)

Individualised pathways to achieve university entrance goals Student needs are well met through pathway options and individualised tailored programmes. The school offers NCEA pathways to meet the university entrance literacy and numeracy requirements or completing sufficient English standards to study at university. Standards are assessed against Level 2 English and English for Academic Purposes. Level 1 Mathematics was assessed until 2023. The dedicated Numeracy standard assessed through the online common assessment activity will be used from 2024. Depending on their literacy ability, students are placed into a one year or three-year programme. Once students gain the standards they require they are moved to other classes, which reduces the class size. The smaller class size allows teachers to deliver more individualised programmes of assessment for those students requiring extra support to meet their goals. Students enter the New Zealand Scholarship exams across a range of subjects each year and have enjoyed considerable success in gaining an award.

Assigning standards to a course for course endorsement The school should consider assigning the standards assessed in English into a course so that students can gain a course endorsement. With the introduction of externally assessed standards into the English programme, students now have the possibility for an endorsement. Course endorsements provide recognition for students who have performed well in individual courses and are gained independently of a qualification.

Review of derived grade quality assurance processes needed The school needs to review its process for collecting, quality assuring and reporting derived grades to NZQA now that it is assessing against externally assessed standards. The quality assurance process needs to be rigorous to ensure that only credible results are reported. It is timely to review this with the advent of offering external standards. Aspects that the school should review include:

- critiquing the practice exams to ensure that they assess the standards
- documenting verification decisions to provide evidence of the process and for future reference and evaluation
- recording and reporting of grades to ensure they are submitted to NZQA before the beginning of external exams in November.

Reporting derived grades before the beginning of the external exams ensures they are available in case they are needed for unexpected or adverse events. It will also generate a report comparing them to the grades achieved from the exam. This will give assessors feedback on the accuracy of their judgements. In conjunction with the examiners' reports and their documented verification decisions, staff, if required, can adjust their marking the following year. Templates are available on the NZQA website to assist schools review and document their process and the verification of student work.

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)

Internal moderation processes are compliant, and teachers follow the processes to ensure reported results are credible. The school currently has capacity to keep verification internal. Evidence was provided during the review of the completed internal moderation process.

Strategically selecting student work for verification To strengthen its practice, the school should consider moving from using random selection to verify a sample of student work to a strategic selection. Using random selection does not diminish the credibility of the quality assurance process. However, it may not provide assessors with useful feedback, particularly for work around grade boundaries, if the work is not selected in the sampling.

A strategic selection should be purposeful and sufficient. A purposeful selection seeks verification around grade boundaries and any grades that need review. An assessor selects a sufficient number of samples to provide confidence in the decisions and is dependent on the assessor's experience in assessing the standard as well as feedback from external moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

ACG Parnell 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
- 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 goals.

ACG Parnell College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- 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

ACG Parnell 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
- 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.

ACG Parnell 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.

Effective management and use of assessment-related data

ACG Parnell 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
- reporting to the Principal and Chief Executive Officer an annual analysis of achievement to inform strategic goals and actions.

ACG Parnell 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.

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

ACG Parnell 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 assessment information throughout the year.

ACG Parnell College 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 the literacy and numeracy requirements for university admission.

Appendix 2: Overview

What this report is about

This report summarises NZQA’s review of how effectively ACG Parnell 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
- *NCEA English, Assessment Procedures, ACG Parnell College (Staff Handbook)*
- *Year 12 NCEA English Outline, ACG Parnell College English Faculty, 2024 (Student course outline and assessment policy)*

The School Relationship Manager met with:

- the Principal's Nominee
- Teacher in Charge of NCEA English
- 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

ACG Parnell College caters for students from Years 9 to 13. A small number of students are assessed against NCEA standards in English and Mathematics to gain the literacy and numeracy requirements for admission to university.