

# **Managing National Assessment Report**

## **Whangaparaoa College**

**August 2023**

# FINDINGS OF THIS REVIEW

## Whangaparaoa College

17 August 2023

### 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 and considerations

#### Agreed actions

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

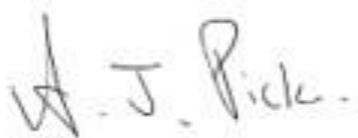
Action	Timeframe
<b>External and internal review</b>	
Develop a process to effectively follow up external moderation reports in subject areas with a pattern of concerns over multiple years	Before the next external moderation submission date
<b>Credible assessment practice to meet student needs</b>	
Update the staff and student handbooks and consider whether these are fit for purpose in the way they are currently published	Within one year
<b>Internal moderation to ensure the reporting of credible results</b>	
Ensure that the completion of internal moderation and the selection of work for external moderation becomes more consistent schoolwide and follows NZQA's requirements.	Immediate

#### For consideration

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

- devolving more responsibility for adding material to the external moderation application to Heads of Learning
- reviewing the current approach to the submission of student entries in external assessment

- establishing a more centralised process to store Memoranda of Understanding held with other providers
- reviewing whether the current centralised system to enter results into markbooks is the most efficient and appropriate way to do this.



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10 October 2023

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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 4 November 2019 Managing National Assessment Report**

The action items detailed in this report have been actioned by the school. Work selected for external moderation has now all been internally moderated which improves the robustness and integrity of the moderation process. The staff handbook was updated to better reflect the expected internal moderation requirements. However, more recent changes to these requirements need to be updated in the staff handbook as mentioned later in this report.

**External moderation response to outcomes and processes** The school must develop a process to effectively follow up concerns raised in external moderation reports in subject areas with a pattern of concerns over multiple years.

The school currently has an effective process for the follow up of external moderation issues reported in a particular year. The data manager, in consultation with the Principal's Nominee and the Deputy Principal (Assessment), identifies moderation reports that list concerns and the relevant Heads of Learning are required to develop action plans to address these. The Principal's Nominee then follows up to ensure that these actions have been completed.

However, a number of subject areas have a pattern of inconsistency persisting over multiple years. This raises concerns about whether the action plans have been effectively completed and/or whether internal moderation practices are sufficiently robust. An effective follow up process will address this.

The data manager collects all the material required (either physical or digital) for external moderation from Heads of Learning and uploads the information into the external moderation application herself. To address workload concerns, the school should consider devolving some of these actions to Heads of Learning, with the data manager continuing to provide the vital role of checking for accuracy and completion.

### 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)*

Whangaparaoa College has an effective self-review process that is understood by teachers, well led by senior leaders and based on data analysis. Each year, Heads of Learning prepare a detailed analysis of NCEA results in their subjects which include suggested changes to programmes in order to further meet the needs of students. These reports are submitted to and discussed with the Principal and the Board of Trustees.

The school's strategic plan has a focus on the development of three curriculum pathways for students: academic, vocational and entrepreneurial with a particular common emphasis on raising student achievement. A number of initiatives have been introduced or are planned in support of this overall strategy following self-review. These include:

- the reintroduction of a full NCEA level one qualification programme from 2024 following a number of years of this not being offered
- the further expansion of the school's Bilingual Wānanga Unit to better meet the needs of Māori students
- the future development of a Trades Academy to enhance onsite vocational options for students.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

**Comprehensive student support** The school has introduced a number of practices and programmes designed to help students in their assessment for NCEA and provide pathways to meet their long term interests and goals. These initiatives are evidence of the school's focus on support for students that is both comprehensive and appropriate.

Examples of these practices and programmes are:

- The project-based learning opportunity provided for a small group of Year 11 students via a programme known as the "Pod". In the Pod, students follow a project of their interest which is cross-curricular in nature and they are supported by mentor teachers. It is a different way of learning and being assessed that meets the needs of these particular students
- Limiting the number of credits that can be offered in a course and limiting the total number of assessment events for any one student over the year. This approach ensures that students are not over-assessed for internal standards and has a clear well-being focus
- Tracking the progress of students which includes updating achievement data twice a term and using an estimated grade approach to help to predict those students requiring additional support, which is then provided.
- An extensive Gateway and STAR programme to broaden opportunities for students and therefore to better meet their needs.

**Staff and student handbooks require review** The content of some sections of these handbooks is no longer current and must be updated to reflect current practice. If published information on expected schoolwide procedures is not current, this can lead to practices that are not consistent with NZQA's expectations and this may impact on the credibility of results submitted to NZQA.

The school should also consider whether these handbooks are fit for purpose given that many of the teachers and students interviewed during this review could not recall actually accessing the information contained in them. It may be prudent to consider reducing the published content to essential information only and to using other options, e.g. online publication.

**Consider the approach to external assessment** The school should consider reviewing the current approach to the submission of student entries in external assessment to ensure that this best meets the needs of students.

The rate of non-attendance of students for external exams has been about three times the national rate for a number of years. The school has a policy of encouraging students to complete assessment in all standards allocated to a course and tends not to withdraw external entries regardless of whether the student intends to sit the exam or not. Although this is not reflected in the student's Record of Achievement, it is viewable by the student through their Learner Login and may provide an incorrect view of their intentions.

**Consider consolidating storage of Memoranda of Understanding** The school should consider a more centralised process to store Memoranda of Understanding held with other providers.

Memoranda of Understanding are currently held in a number of places, mainly by the staff responsible for Gateway and STAR programmes. The data manager has overall responsibility for entering results and for checking the accuracy of results data. If she held the Memoranda of Understanding herself or had easy access to their central storage (possibly digitally), this would facilitate data processes and better ensure accuracy.

**Consider reviewing the current practice for entering results into markbooks** The school should consider whether the current centralised system to enter results into markbooks is the most efficient and appropriate way to do this, and whether more responsibility can be devolved to Heads of Learning and (possibly) teachers.

Currently, Heads of Learning submit all results to the data manager in either paper or digital form. The data manager then enters these results into markbooks and Heads of Learning are then expected to confirm the accuracy of the entries.

The rationale behind this centralised approach relates to ensuring the accuracy of entries and results submitted to NZQA. It is clear that the data manager is very efficient in undertaking this responsibility and there is no criticism to be levelled regarding her work which is of a high standard. However, any highly centralised system does raise the possibility of a single point of failure and high workload through the multiple handling of data.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

**Moderation processes must be consistent schoolwide** The current varying approaches across departments to the completion of internal moderation and the selection of work for external moderation must become more consistent and follow NZQA's expectations.

Internal moderation is occurring in departments and it is clear from the interviews held with Heads of Learning during this review that this practice is valued as a way of improving assessor judgements. However, the number and type of pieces of student work selected vary greatly and many Heads of Learning appear unaware of how NZQA's expectations have shifted in recent years. The school needs to clarify NZQA's requirements in the staff handbook.

There is certainly room for varying approaches across departments depending on their size and make up, and the specific nature of their courses. But this variability must be within the boundaries of current NZQA's expectations which needs to be made clear to teachers.

There is also variability in the practices used for the selection of student work for external moderation and some of these procedures are not consistent with NZQA's current requirements. In some cases, eight rather than six samples of student work are being selected and random sampling is still being used to choose work to be externally moderated. This does not follow NZQA's expectations and needs to be clarified with Heads of Learning.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Whangaparaoa 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
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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 support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Whangaparaoa 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
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Whangaparaoa 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 grade verifiers from outside the school
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Whangaparaoa College has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are available for submission by being adequately stored
- monitoring and documenting actions taken to address external moderation feedback.

## **Effective management and use of assessment-related data**

**Whangaparaoa 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.

**Whangaparaoa 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.

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

### **Whangaparaoa College has effective processes and procedures for:**

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- 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.

### **Whangaparaoa College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- 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 Whangaparaoa 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 Candidates 2023*.

### 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
- Curriculum Delivery and Learner Assessment Policy, Whangaparaoa College, 2021
- *Assessment for Qualifications: Handbook for Staff, Whangaparaoa College, 2023* (Staff Handbook)
- *Assessment for Qualifications: Handbook for Learners, Whangaparaoa College, 2023* (Student Handbook).

### The School Relationship Manager met with:

- the Principal's Nominee
- the Deputy Principal (Assessment)
- the Data Manager
- Heads of Learning for:
  - English
  - Mathematics
  - Physical Education
  - Science
  - Social Science
  - Technology

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