

Managing National Assessment Report

School of Secondary- Tertiary Studies(SSTS)

July 2022

FINDINGS OF THIS REVIEW

School of Secondary -Tertiary Studies

28 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 highly 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 2021.

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
Credible assessment practice to meet student needs	
Ensure all entries have a result or are withdrawn	By the end of the 2022 year
Update communication to state that only the Achieved grade can be reported for a resubmission of assessment	Immediate

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28/09/2022

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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 9 May 2018 Managing National Assessment Report The two items in the previous report have been actioned. The school reviewed their Special Assessment Conditions procedures and with the support of NZQA now identifies students requiring these conditions on enrolment. This support is provided by the school through funding from the Manukau Institute of Technology (MIT). As students rarely enrol for external assessment Special Assessment Conditions are managed internally as part of the school's "assessment when ready" practice.

The school has developed a digital assessment policy for the collection of evidence for assessment. Sixty four percent of all samples of student work submitted for external moderation are now in a digital format.

External moderation processes and response to outcomes The school's processes for responding to external moderation outcomes ensures assessment quality. Teachers interviewed for the review indicated that they discuss with the Principal's Nominee all Not Consistent outcomes identified by NZQA moderators. Action plans are developed, and support provided if necessary to engage with external subject experts outside of the school.

The 83 percent consistent agreement between teacher judgements and the national standard in 2020 indicates the effectiveness of this process. Due to COVID disruption external moderation was not submitted in 2021.

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's capability for self-review is embedded in their strategic focus on continuous improvement in personalising learning and assessment to engage students. Senior managers set high expectations and provide all teachers with professional development and support to take ownership of their credible assessment practice in the context of meeting the diverse range of student abilities and aspirations.

Effective self-review is evident in a number of initiatives to support student engagement in learning and assessment whilst meeting the challenges of COVID and participation in the NCEA Change Programme.

As a response to COVID disruption, the school developed several digital tools to support students' learning and assessment online. Digital devices and internet connection were made available to students requiring this facility. Students interviewed commented that they prefer to be physically at school but appreciated the efforts teachers made to allow them to continue with their learning and assessment. Lessons remain online due to continued COVID disruption, with high

staff and student absences due to illness or isolation, and more students employed in the workforce.

This year the school is participating in the NCEA Change Programme Literacy and Numeracy pilots. The school's intent is to ascertain how they will manage the new qualification co-requisite in the future and support students to engage with external assessment on NZQA's digital platform. Given the deficiencies in prior learning for many students, the school wants to develop a clear pathway for their students to attain the co-requisite required for the changed qualification in the future.

Since 2018 a significant change has been made by the school in the delivery of tertiary courses by MIT tutors. The school and MIT tutors recognised that when many students went to the MIT Campus for courses, they were not ready to engage in tertiary style teaching and learning. To address this issue, it was decided that MIT tutors would come to the school site and with the support of SSTS teachers deliver courses in a number of vocational pathways. This change in practice now better prepares students and provides them with confidence for future study at a tertiary institution.

The school recognises that to re-engage their students in learning and assessment they need to address their health and well-being issues. Students are supported by the Auckland University HABIT programme. This programme provides students with access to professional help through digital applications when they are faced with personal or family issues that prevent them from engaging. The success of this initiative will be evaluated by Auckland University and if necessary, modifications made.

The effectiveness of the school to review its processes to engage their students in learning and assessment was evident in comments made by the students interviewed for the review. In unison they commented on the positive educational relationships they have developed with their teachers which was the reason they "turned up for school". Their engagement with teaching, learning and assessment allows them to follow meaningful future pathways

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)

Consistent Credible Assessment The school has effective processes for meeting student assessment needs schoolwide. Teachers and students interviewed were consistent in their understanding of assessment practice, within the context of a differentiated learning and an assessment environment where students are assessed when they are ready.

On enrolment each student has a personalised pathway developed by pastoral care specialists reflecting their ability, which also identifies gaps in their prior learning. To provide variety and meet all students' needs, timetabled courses at the school and by MIT tutors change each term. As part of the induction programme teachers are upskilled on managing the personalised student courses in the school's learning environment and how this approach translates to the delivery of the NCEA qualification. Within each course students are assessed when ready with all students working at their own motivation level and ability.

Teachers have been provided with professional development by the Principal's Nominee to ensure authenticity of student work in the online environment as a COVID response. Teachers commented that knowing their students is the most effective strategy.

To provide parents and caregivers with a more realistic view of their students' academic progress mentoring is now the responsibility of subject teachers. Academic counselling occurs through regular physical and online meetings as part of the Home-School partnership. Assessment opportunities are personalised for each student within this context.

Communication to students The school has improved the effectiveness of their communication to stakeholders to ensure credible assessment and wider understanding of school and NCEA processes. Following feedback from teachers the student handbook has been updated to be "student appropriate" to encourage its wider use. Lists of assessment rules and practices have been replaced by frequently asked questions, including those aspects of the NCEA qualifications and programme pathways typically queried by students.

Information on resubmissions The review identified that the documentation provided on resubmissions needs to be updated to state that this process only applies at the grade boundary of Not Achieved / Achieved level, and that only an Achieved grade can be reported where a student's resubmitted response meets the criteria of the standard. Teachers interviewed were aware of the change and their practice reflected the new resubmission requirements.

Management of data Rolling enrolments, qualifications, varied pathways and termly timetable changes provides the data manager with a variety of challenges to ensure data is accurate.

In 2021, 14 percent of all entries did not have a reported result because the assessment and verification process were not completed when the datafile was submitted, and then the student's enrolment was withdrawn. This could result in NZQA not receiving all the students' results which has the potential for their qualifications not being awarded. The school is not aware of any students with qualifications not awarded and is investigating how to better manage this situation, with a progress tracker being developed for students and teachers.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

The Principal's Nominee has developed effective processes to ensure that all results submitted to NZQA have been quality assured and are credible.

Monitoring of the internal moderation processes by the Principal's Nominee is evident in the high levels of consistency of teacher judgements with the standards moderated by NZQA external moderators in 2020. The school has made explicit the relationship between internal and external moderation to ensure staff ownership of the process. Teachers interviewed indicated that all standards follow the internal moderation process, with many standards moderated by external grade verifiers because of the small size of the school.

Samples of student work are stored centrally both physically and digitally and are checked by the Principal's Nominee before results are reported. *Internal Moderation Cover Sheets* document the completion of each stage of the process. Samples of student work for internal moderation are selected strategically to ensure a range of samples are submitted within the context of teacher experience and low sample numbers.

The school provides support for teachers to improve practice as required and reviews the use of grade verifiers if the external moderation outcomes are inconsistent.

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Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

School of Secondary-Tertiary Studies has effective processes and procedures for meeting the assessment needs of their 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 expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

School of Secondary-Tertiary Studies has effective processes and procedures for:

- managing missed or late assessment
- managing 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

School of Secondary -Tertiary Studies 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
- using grade verifiers from outside the school
- 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.

School of Secondary-Tertiary Studies 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
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

School of Secondary –Tertiary Studies 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 an annual analysis of NCEA achievement to inform strategic goals and actions.

School of Secondary-Tertiary Studies 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

- ensuring low levels of late external entries
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

School of Secondary –Tertiary Studies has effective processes and procedures for:

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

School of Secondary-Tertiary Studies assists common understanding of assessment practice by:

- communicating assessment information, such as NCEA assemblies for students
- informing student 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 School of Secondary-Tertiary Studies

- 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 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
- *School of Secondary-Tertiary Studies, Assessment Procedures for Learners, Staff Handbook, 2022*
- *SSTS Staff Induction Booklet, Google Docs, Pages 3-6*
- *School of Secondary-Tertiary Studies, Assessment Procedures for Learners, Student Handbook, 2022*

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers in Charge of:
 - English
 - Mathematics
 - Visual Art
- Four 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

School of Secondary-Tertiary Studies aims to build positive educational relationships between teachers and students. Many of their students have been disengaged in mainstream secondary schools. Students enrol in courses based on a personalised timetable reflecting their learning needs and aspirations. Enrolment throughout the year is rolling, with each student encouraged to complete a NCEA qualification and meet literacy and numeracy requirements. Approximately 50 percent of students enrolled complete a NCEA qualification.