

Managing National Assessment Report

Westlake Boys High School

July 2022

FINDINGS OF THIS REVIEW

Westlake Boys High School

6 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 2020.

Actions and considerations

For consideration

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

- increasing the opportunities for students to engage in digital external assessment and developing a strategy to expand these opportunities in the coming years
- strengthening the monitoring of internal moderation to include Senior Leaders and not only the Principal's Nominee
- ensuring Senior Leaders follow up with Heads of Faculty or Department that planned actions taken as a result of external moderation outcomes have been completed and had the intended effect.

No action required

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



Kay Wilson
Manager
School Quality Assurance and Liaison

9 September 2022

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 2 October 2017 Managing National Assessment Report The agreed action items in this report have been addressed by the school. These were to ensure that *Internal Moderation Coversheets* were completed, the staff handbook was updated and a procedure to reconcile Memoranda of Understanding with actual practice was initiated.

External moderation processes and response to outcomes The school has developed an effective process to ensure that matters raised in moderators' reports are noted and action plans developed to address any concerns.

Heads of Faculty or Department are expected to review all external moderation reports and, where needed, develop an action plan in response to issues raised. These responses are centrally collated for the Principal's Nominee and other Senior Leaders to view.

External moderation outcomes and actions to be taken arising out of reports are discussed in meetings between Heads of Faculty or Department and Senior Leaders who have line manager responsibility for those faculties or departments. This provides increased confidence in the appropriateness of actions to be taken.

A further step that could be considered by the school to strengthen this process is for Senior Leaders to follow up with Heads of Faculty or Department to ensure that planned actions have been completed and had the intended effect.

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)

Review processes are well established SPAR (*Student Progress and Achievement Review*) is an embedded and robust process, informed by the analysis of data and occurring at every level in the school. It is well led by Senior Leaders. This schoolwide approach to review provides confidence not only that areas of concern will be acknowledged and addressed, but that a focus on ongoing improvement is maintained including course design and student pathways.

The SPAR process involves Heads of Faculty or Department preparing detailed annual reports on achievement in the previous year which include goals for the current year. These are discussed with the Senior Leader who is their line manager. These reports are further discussed at Senior Leader and Board level with responses influencing the formulation of schoolwide goals which further inform practices in faculties and departments. This approach is strengthened during regular meetings held between Heads of Faculty or Department and Senior Leaders, which enhance the widespread ownership of the process and the goals set as a result.

The school's current focus on inclusivity and the further review of the ongoing tracking of students' progress are examples of ongoing review for improvement.

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)

Focus on inclusive practice A feature of the school is the commitment to the development of inclusive teaching and assessment practices. This is an approach arising out of the school's review processes and is focussed on better meeting the needs of students.

Teachers referred to the various ways that inclusive practice is being developed in their departments. This includes the application of universal design principles, differentiation, a focus on cultural inclusivity in teaching and assessment, and a move away from strict class streaming.

In addition, the school is committed to keeping multiple pathways to learning and achievement open for as many students as possible. An example of this commitment is ensuring that there are no terminating courses which do not provide a pathway for study in that subject area at a higher level.

Tracking of student progress being further developed The school is reviewing its effective process to track student progress during the year, with the intention of extending it beyond priority learners. Currently the school tracks the progress of priority students and intervenes when needed to provide support for these students. The consistently good NCEA attainment results of students across all demographics is evidence of the effectiveness of this process.

However, the school is wanting to further develop this process, including possibly expanding tracking beyond only those who have been identified as priority students. This could include those students who may be able to gain endorsements but are not on track to do so and students whose future pathways may be hindered by their current progress or choices. A shift in the responsibilities of some Senior Leaders has been introduced to develop this further.

Use of digital external assessment The school should consider increasing the opportunities for students to engage in digital external assessment and developing a strategy to expand these opportunities in the coming years. The availability of digital external exams is expanding and the assessment of the new achievement standards is intended to be digital first.

The use of digital tools for internal assessment is widespread. However, only a very small number of students in a single subject area have consistently engaged in digital external assessment. The Head of Department for that subject area reported that students were positive about this form of assessment.

Given the schools' decision to not offer NCEA Level 1 in the future, teachers and students will only be required to engage with the new standards from 2025. To maximise the benefits of this delayed start, a strategy to increasingly engage in

digital assessment should be under active consideration. This will also provide the opportunity for the school to address logistical and resourcing issues related to this development.

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)

Moderation processes are effective Thorough processes to ensure the completion of both internal and external moderation provide confidence to Senior Leaders that results submitted to NZQA are credible. This credibility is further enhanced by the high rate of consistency between the judgements of assessors and the national standard expressed by moderators through moderation reports.

The Principal's Nominee has recently further developed the process to both record and monitor the completion of internal moderation for each standard reported, which further streamlines the process for all concerned. The previous process had been largely manual but is now digital and more easily accessible. This improves efficiency.

The school should consider expanding the monitoring of internal moderation to include Senior Leaders and not only the Principal's Nominee. Discussion of external moderation outcomes forms part of regular meetings between Heads of Faculty or Department and the Senior Leader who is their line manager. Including the monitoring and discussion of internal as well as external moderation in these meetings will support the monitoring of these processes across a large school and could enhance professional discussion of assessment in general.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Westlake Boys High School 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 and extending the school's Consent to Assess if required
- 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals

Westlake Boys High School 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 results.

Effective internal and external moderation to assure assessment quality

Westlake Boys High School 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.

Westlake Boys High School 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

Westlake Boys High 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Westlake Boys High 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
- 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 families about assessment

Westlake Boys High School 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
- celebrating students' success.

Westlake Boys High School 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 Westlake Boys High 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.

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
- *Assessment Procedures Manual, Westlake Boys High School, 2022, published online (Staff Handbook)*
- *Student Handbook, National Certificate of Educational Achievement, Westlake Boys High School, 2022.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - Social Science
 - Technology
- Deputy Head of Faculty for:
 - English
- Heads of Department for:
 - Art
 - Art History
 - Chinese
- 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.