

Managing National Assessment Report

Manurewa High School

May 2023

FINDINGS OF THIS REVIEW

Manurewa High School

17 May 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 2021.

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
External and internal review	
Strengthen the processes to follow up ongoing issues raised in external moderation	Immediate 2023
Internal moderation to ensure the reporting of credible results	
Ensure that all subjects annually verify a sample of student work for all internally assessed standards for each teacher	Immediate 2023

Amanda Picken
Manager
School Quality Assurance and Liaison

16/08/2023

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)

No Action Items from 25 September 2018 Managing National Assessment Report Manurewa High School had no items to be actioned from 2018.

External moderation response to outcomes and processes The school's response to external moderation outcomes requires strengthening, to help ensure the integrity of assessment. The Principal's Nominee must monitor the appropriateness of responses including whether the action taken addresses the issue identified. The Principal's Nominee and senior management also need to identify trends in subjects where moderators have identified patterns of poor levels of consistency with the standard. Senior leaders should evaluate the effectiveness of changes made over time, for expected improvement.

The Principal's Nominee should provide guidance to Heads of Learning to help them to develop effective responses. Teacher understanding of the standard and confidence in making decisions at grade boundaries will improve using this approach.

Manurewa High School must develop processes to ensure that assessment materials are stored so they are available if selected for external moderation. The school needs to submit requested material for moderation so that NZQA can be confident that assessor judgements are consistent with the standard, and so staff can get feedback.

In the past two years several standards have not been moderated as the material was not available to be submitted to NZQA. Where physical evidence has not been collected because of the use of evidence gathering templates the school should request the standard to be moderated be changed. While Team folders set up for the digital storage of student work are checked by Heads of Learning, the Principal's Nominee will need to monitor that student work is being stored and accessible should it be required.

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)

Manurewa High School demonstrates effective self-review of its vision and strategic direction of supporting student achievement. This is evident in the ongoing development of responsive teaching and learning programmes that ensure student needs are met. These are informed by data analysis, and effective tracking and mentoring of student progress.

The school's internal review processes must now prioritise and lead improvements in monitoring quality assurance of internal moderation processes and the response to external moderation feedback. The Principal's Nominee is supported by the senior leadership team who provide additional support when needed. This approach will enable the school to develop greater coherence and oversight of all assessment practice.

To make the identified improvements, Manurewa High School is distributing leadership roles across senior staff to build staff capability. This will allow senior management to better support Heads of Learning and other middle managers to take a more proactive lead in the monitoring of their assessment practices and quality assurance systems for their learning area. Building teacher capability will lead to school-wide consistency and ownership of all assessment practice and provide confidence to senior leaders and NZQA that results reported are credible.

The school has adopted Te Ara o Tawhaki as an educational framework to guide and support ideologies, systems and processes applied within Manurewa High School context. This framework endeavours to improve engagement and educational outcomes for students as the students are placed at the centre of decision-making at all levels. The framework is based on Kaupapa Māori values which help to strengthen ākonga in tikanga, whanaungatanga and whakapapa within Te Ao Māori to support students to attain their personal and academic goals. There is a strong focus on quality teaching and learning.

The school is strengthening the use of data to inform changes to programmes to meet the learning and assessment needs of their students. Learning Areas are required to track and review their data to reflect on the effectiveness of their programmes and student achievement outcomes. They report annually to the Principal on engagement, learning and assessment opportunities for their students. The school is developing a process to enable students and their whānau to track students so that they are working collaboratively to ensure that student goals and aspirations are being met.

Piki Atu ki te rangi programme targeting student success After analysis of 2022 student attainment data teachers in the senior school implemented processes to support students to achieve by developing greater consistency between classes and addressing barriers to achievement.

These initiatives include the *jig-saw strategy* where teachers identify the standards each student must complete to gain the required credits in each subject, to achieve the qualification. This is set at a minimum baseline of 16 credits at Level 1 and 14 credits for Level 2 through internal assessment.

River Analogy is another strategy that aims for every senior class to achieve 50 percent or higher success within the class; the equivalent of 'crossing the river'. The school's approach is to create consistency of achievement by reducing percentage differences in outcome between teachers and courses as well as creating equity by reducing differences between how well the different groups of students achieve in classes. To achieve this outcome teachers are working collaboratively to share effective approaches and quality resources. When students achieve and 'cross the river' their success is recognised.

A further school-wide strategy to support student engagement in learning and assessment is *Choose 4 - Monitor 4*. Teachers choose four students at risk of not achieving their attainment goal or qualification from each of their senior classes. These students' progress is actively tracked as part of the Learning Area programme. Student progress is reviewed, and follow-up plans developed to engage students in learning and assessment. Teachers meet student needs by evaluating their specific learning and assessment needs, leading to the adjustment of pathways, courses, standards, assessment tasks, and contexts.

Mandatory milestone to improve student outcomes Senior management engage in self-review to help ensure that where changes are made, they effectively address issues, and that new assessment practices introduced become embedded. An example of where school review has led to effective change in staff practice and improvements in student achievement is tracking all assessments to reduce the number of students not meeting assessment deadlines. Initially, a number of formal teacher milestone checks were introduced for each standard but following feedback these have been reduced to one milestone near the submission date. Analysis of the change has found that this is helping to keep students motivated and on track, with fewer being awarded Not Achieved grades for non-submission of work. The progress of this is intended to address the present drop in student achievement.

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.

Programme pathways support student needs The school provides a wide range of differentiated academic and vocational learning and assessment opportunities to meet students' aspirations, qualification needs and interests. Self-review enables the school to identify the courses required to best cater for the varied and changing attainment and qualification needs of students. Flexible assessment practice, and appropriate support and interventions are made, as needed to engage students in learning and assessment. Around one fifth of results are reported by tertiary providers, and approximately half of attainment at Year 12 and 13 is through unit standards. This provides evidence of the school's ability to deliver alternative assessment pathways. Students are assessed when ready, as appropriate.

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.

Grade verification needs to be strengthened in a small number of subject areas to confirm that all results awarded from assessment of standards are quality assured, to help ensure reported results are credible. Improvement in these subject areas is essential as the trends of inconsistent assessor grades with the standards identified in external moderation are ongoing. To assist these subject areas, deliver credible assessment outcomes the school needs to provide more professional development on the sufficient and strategic selection of student work for grade verification to meet NZQA requirements. Closer monitoring by the Principal's Nominee of verification practice and the quality of verifier feedback would also support improvement in teacher grade judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Manurewa 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 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
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Manurewa 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 student results.

Effective internal and external moderation to assure assessment quality

Manurewa 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 grade verifiers from outside the school

Manurewa High School has effective processes and procedures for managing external moderation by:

- selecting sufficient samples of student work to NZQA requirements

Effective management and use of assessment-related data

Manurewa 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
- 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.

Manurewa 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
- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results
- 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

Manurewa 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success

Manurewa 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 Manurewa 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 / whānau.

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
- *Teacher Handbook, Managing National Assessment, Manurewa High School 2023* (Staff Handbook)
- *Student Handbook, National Qualifications, Manurewa High School 2023* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Learning for:
 - Business
 - Digital Technology
 - English
 - Mathematics
 - Physical Education
 - Science
- three students

There was a report-back session with the Tumuaki 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.