

Managing National Assessment Report

Ngaruawahia High School

October 2023

FINDINGS OF THIS REVIEW

Ngaruawahia High School

11 October 2023

Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school that is not effective in aspects of self-review, credible assessment, nor quality assurance, it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

The school has yet to fully resolve all agreed actions from the 2022, 2019, and 2015 Managing National Assessment reviews.

Required actions to address significant issues

To address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issues that must be resolved	Timeframe
External and internal review			
2.6iv	Comply with external moderation requirements	The school is required to respond effectively to external moderation outcomes and provide support for assessors where appropriate. The school is required to monitor and document actions taken to address external moderation outcomes.	Immediate
Credible assessment practice to meet student needs			
2.4i	Update school assessment procedures	The school is required to update their assessment procedures to ensure they are relevant and include sufficient detail so that assessment practice is consistent.	Immediate and ongoing
Internal moderation to ensure the reporting of credible results			
3.1b	Strengthen internal moderation monitoring	Senior management is required to have a monitoring process that ensures results reported have been subject to an internal moderation process that meets NZQA's requirements	Immediate

Actions required to address significant issues

To address these issues, the school must:

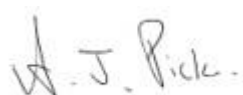
- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)
- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)
- use its self-review and evaluation processes to identify areas for on-going improvement and then action (*CAAS Guidelines 3iv*)
- use its self-review and evaluation processes to confirm that policies and procedures (as set out in the Quality Management System documentation) are current, consistently applied and are effective in achieving desired outcomes (*CAAS Guidelines 3iv*)
- have appropriate procedures for managing assessment processes (*CAAS Guidelines 2.6i*)
- ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic, and sufficient (*CAAS Guidelines 2.6ii*)
- internally moderate to ensure assessment results are credible (*CAAS Guidelines 2.6iii*)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for Schools with Consent to Assess 2023, 3.1(b)*)
- ensure student work is adequately stored to meet moderation requirements (*CAAS Guidelines 2.6vi*)
- use assessment information to inform learning and review of programmes and/or courses (*CAAS Guidelines 2.6v*)
- provide accurate and sufficient information to students about assessment processes (*CAAS Guidelines 2.4i*)

Actions

Agreed actions

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

Action	Timeframe
External and internal review	
Clarify the resubmission rules with all staff	Immediate
Credible assessment practice to meet student needs	
Ensure that quality assured practice external grades are reported to NZQA for use as derived grades	Before the 2024 examination period.



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20 November 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 26 May 2022 Managing National Assessment Report

This report outlined three significant items to be addressed, and more detail was provided during a school visit in May 2023. Whilst some documentation had been updated for staff and students about school assessment processes, and a quality assurance system is being implemented for following up on external moderation, it was evident that these processes were not sufficiently embedded to assure assessment quality within the school. Ongoing development is needed to address the issues identified and to fully resolve all agreed actions from the 2019 Managing National Assessment review.

External moderation processes and response to outcomes

The school must develop and sustain a procedure to respond effectively to any issues raised in external moderation reports and provide support for teachers as required. The procedure must include a process to document actions taken to address these issues and to monitor and evaluate the effectiveness of actions that have been completed.

External moderation outcomes have been inconsistent for the past three years, and consistency levels in all but four subject areas have fluctuated. The annual moderation summary report for 2023 saw a 50% consistency rate. General themes for Not Yet Consistent or Not Consistent reports include a requirement for further explanation or evidence, and a need to submit videos or work that is in a readable format. Greater consistency in teacher practice is needed to provide comprehensive evidence that assessment at the school is credible. Teachers must respond to external moderation feedback when assessor judgments are not consistent with the standard and ensure that issues identified by the NZQA moderator are addressed. Action plans in response to external moderation outcomes should be developed and documented with a process for monitoring and evaluating the effectiveness of actions taken to resolve identified issues.

The school needs to submit all materials for external moderation as requested. Submitting moderation in its entirety will allow the school and NZQA to be confident that assessor judgments are consistent with the standard and ensure that teaching staff receive feedback to identify areas where further training or support may be required. Assessor support for staff should include the use of Pūtake, involvement with subject associations, and seeking clarifications from external verifiers. This will better assist teachers in deepening their understanding of the standard and improve the quality of assessor judgments.

The school must develop a shared understanding of the purpose of external moderation. Strengthening internal moderation, as outlined later in this report, should offer additional motivation to enhance external moderation and instil confidence in the quality assurance of grades at the standard. This will also ensure moderation processes align with the expectations of senior managers.

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)

Since the last Managing National Assessment Review in 2022, Ngaruawahia High School has had a change of Principal who is in the process of revising the school's strategic priorities to better meet the needs of their students and ensure the school's programmes align with the requirements of the NCEA Change Programme.

The Principal's Nominee is committed to a consistent school-wide approach. She has begun to lead changes to assessment and quality assurance processes through regular conversations with individuals and during staff meetings. To ensure the continued and sustained improvement of assessment practice in all learning areas, senior managers need to better manage and monitor the issues identified in this report and ensure they are resolved effectively by the next visit.

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)

Information for staff and students must be updated The school must review the information currently available to staff and students to ensure it is purposeful and contains enough detail to enable staff and students to meet NZQA's quality assurance requirements consistently. Although the staff handbook has recently been updated, and all staff interviewed could speak to NZQA moderation requirements, the handbook did not clearly document the steps in either the internal or external moderation process, and there was little evidence to suggest that assessment best practice is consistently followed in all learning areas.

Clarification of resubmission rules Reinforcing staff understandings around the use of resubmissions will prevent inconsistencies in assessment practice and preserve the credibility of the qualification. Interviews with the students revealed that the resubmission rules were not being followed and further teaching had been taking place in at least one subject area. Leaders of Learning can strengthen this practice by managing and monitoring resubmission decisions in their learning areas to ensure that the correct process is followed and that resubmissions are managed appropriately and consistently. Distinguishing the differences between a resubmission and a further assessment opportunity using the NZQA MythBusters is needed to provide clarification.

Reporting quality assured practice external grades for use as derived grades The school must provide quality assured practice external grades to NZQA for use as derived grades. This will ensure that all students have access to a grade if circumstances require. No derived grades were submitted by the school in 2022 and only 15 percent had been submitted at the time of this review. In addition, NZQA requires each school to have a documented process to record the verification or justification process used by each learning area to ensure that practice external exams are based on valid and standard-specific evidence.

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)

Document all steps in the internal moderation process The school's documentation to staff should outline each step of the internal moderation process. Whilst this information is given verbally to staff, there needs to be a documented process, written in sufficient detail to inform and guide the practice of new and experienced staff.

Monitoring of internal moderation Ngaruawahia High School must strengthen its monitoring of internal moderation processes to ensure all results reported to NZQA are quality assured. This is to extend good practice, support staff to make correct assessor judgments, and comply with NZQA requirements.

Currently, teachers submit their Internal Moderation Cover Sheets to an online folder and the Principal's Nominee informally monitors internal moderation practices with Leaders of Learning. The implementation of more systematic and robust monitoring of internal moderation will improve internal quality assurance.

Strengthen internal moderation The school must create an effective monitoring system for internal moderation that gives senior management confidence that each internally assessed standard has been moderated before its results are reported to NZQA. A check of each standard's *Internal Moderation Cover Sheet* is needed to:

- ensure assessment tasks are critiqued prior to use to ensure they are fit for purpose, and
- ensure subject specialists have been used to verify grades awarded on a strategically selected, sufficient sample of student work.

Assessors are expected to:

- use clarification documents, exemplars, and professional learning opportunities to inform assessment judgements, and
- record verification discussions on the cover sheet, including an explanation of why they may have chosen to ignore a verifier's grade change, and
- use grade verifiers from outside the school where a pattern of non-consistency emerges or to counteract insularity.

Annual audits of Learning Areas need to be carried out in a consistent manner and ensure issues identified are followed up and resolved effectively. This will improve the quality of assessment practice and ensure that:

- tasks for a range of standards are valid
- mark schedules are appropriate, and
- benchmark exemplars are accessible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Ngaruawahia High School has effective processes and procedures for meeting the assessment needs of its students by:

- 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

Ngaruawahia High School has effective processes and procedures for:

- managing missed or late 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

Ngaruawahia High School has effective processes and procedures for managing internal moderation by:

- using clarification documents, exemplars, and professional learning opportunities to inform assessment judgments

Ngaruawahia 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

Effective management and use of assessment-related data

Ngaruawahia High School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Ngaruawahia 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, students and their families about assessment

Ngaruawahia High School 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 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.

Ngaruawahia 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 Ngaruawahia 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 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) 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 2023* (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
- *Procedures for Assessment of the NCEA Teacher Guide 2023* (Staff Handbook)
- *Assessment Procedures Handbook 2023* (Student).

The School Relationship Manager met with:

- the Principal's Nominee
- the Principal
- Leader of Learning for:
 - Arts
 - English
 - Maths
 - Physical Education
 - Science
 - Technology
- two students.

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.