

Managing National Assessment Report

East Otago High School

September 2023

FINDINGS OF THIS REVIEW

East Otago High School

6 September 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 the following actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Internal moderation to ensure the reporting of credible grades	
Ensure that all grades submitted for use as potential derived grades have been subject to a quality assurance process.	Immediate, and ongoing

For consideration

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

- deciding its approach to assessment of Year 11 courses using the new NCEA Level 1 standards
- updating the teacher and student assessment handbooks as suggested.

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23 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 4 April 2019 Managing National Assessment Report

Since the last Managing National Assessment review, the Principal's Nominee has introduced systems for monitoring internal moderation and to support teachers' assessment and moderation practices. There is a shared drive for the storage of moderated assessments and student work. The school has 100% digital submission and the issue with materials not being available for submission has been addressed.

External moderation response to outcomes and processes Response to external moderation outcomes is documented effectively with teachers reporting to the Principal's Nominee and their Head of Department on each standard assessed in their subjects. Teachers analyse all external moderation feedback to determine next steps, including all levels of consistency with the standard. This process informs the development of action plans as required. The Principal's Nominee actively monitors assessment and moderation in the school and promotes teacher reflection on the feedback from external moderation.

For some subject areas moderator feedback indicates inconsistency with the standard over several years. The Principal's Nominee has identified which individual teachers need more support to develop their assessment practice and has organised professional development and, if needed, verification and support relationships with other schools. Greater use of the NZQA's Learning Management System, Pūtake, could be used to support teachers with recent resources produced by moderators to inform assessment.

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)

At East Otago High School, purposeful self-review is well led by senior leaders and is driven by knowledge of students and their progress and by assessment data. Teachers have ownership of assessment processes and show good understanding of credible assessment and the need for consistent quality assurance processes. The Principal's Nominee is responsible for building assessment capability with new staff and others identified by the school as requiring support. He fosters the development of teachers to become capable assessors who lead the moderation process and develop good relationships with outside verifiers in all subjects. This allows the school to improve assessment practice and meet the needs of their learners. The school's effective response to moderation has led to a higher agreement rate between assessor grades and the standard, improving to over 75% agreement for the past two years.

Meeting the needs of all learners East Otago High School is a small school that knows its learners well and is constantly reviewing its curriculum to ensure that the needs of learners are understood, and that courses and assessment opportunities are high quality and fit for purpose. The tracking of student progress via assessment tools such as e-asTTle and through school-based assessment in Year 7 to 10 subjects contributes to the design of courses in the senior school. NCEA assessment

data informs improvements to existing courses and the provision of vocational education opportunities and assessment via external organisations.

East Otago High School is actively finding ways to address the needs of the increasing number of students who are leaving school before gaining an NCEA qualification at any level and who also may not have completed the Literacy and Numeracy requirements. The school has employed a literacy teacher to work with groups of students and individuals and has introduced mentoring for students who need numeracy support. Recent data shows strong improvements with most students.

Teachers meet regularly to discuss the needs of each student and what approaches will support their academic progress. With many students leaving schooling during or at the end of Year 12, the school caters both to the small numbers intending to study at tertiary level and to those who will need support to gain enough internal credits during the year to achieve NCEA Level 2 before moving into the workforce.

Achievement data analysis and student voice have contributed to the development of flexibility in the senior programme with literacy and numeracy development built into each student's selected subjects. Life skills aimed at readying students to engage in further education or employment are also included in the senior programme. Student voice indicates increased engagement and students regularly meeting with their teachers to check that the assessment they engage with is a good fit for their qualifications pathway and career aspirations.

Deciding on an approach for NCEA Level 1 East Otago High School is currently exploring how they will introduce the reviewed NCEA Level 1 Standards for 2024. This will require decisions about which standards they will assess in each course and how much assessment each student should experience. The school has analysed achievement data, facilitated staff and student focus groups, and will also consult with whānau. In the remaining lead-in to 2024, the school's senior leadership should consider leading discussion to support teachers' decision-making about the approach they will use for assessing their Year 11 courses.

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)

Assessment practice meets student needs Teachers at East Otago High School demonstrate shared ownership of assessment processes and have developed courses that can adapt to student pathway and assessment needs. Students who would benefit from special assessment conditions are identified early, using school-based evidence, and their needs are key considerations when planning for assessment.

Assessment communications Students are well informed about assessment processes, supported by easily accessible assessment documentation, and can explain their responsibilities and rights relating to assessment. All subjects have a standard format for course information, including what standards are assessed, timelines and conditions for assessment.

The school's staff and student assessment documentation is reviewed regularly and the Principal's Nominee could consider updating the following for the next version:

- extending the description of eligibility for Special Assessment Conditions to include students with sensory or longer-term medical difficulties
- changing the selection information for student work for moderation to match NZQA's expectation of six pieces, with one each at N, A, M & E and two others, and reinforcing digital submission as the preferred option
- encouraging students to regularly use the NZQA student portal to check their assessment data.

Improving digital processes The school has upgraded their information technology systems to increase the stability of digital platforms for assessing students. They intend to use a cloud environment for school assessment to make it more accessible for students. In 2023, Year 10 students were assessed for the Literacy and Numeracy corequisites via the Assessment Master platform. This is intended to support them gaining experience with using the digital-first approach for submitted subjects and examinations.

Derived Grade quality assurance The school must implement an effective system for ensuring that assessment in school for the derived grade process is robust. This involves ensuring that derived grades are collected from authentic, standard-specific evidence which has been subject to quality assurance process and generated in assessment conditions that mirror the external assessment. When planning for collecting derived grade evidence, teachers should be explicit about how they have made sure that their assessment task is critiqued before use and how their marking of student work has been quality assured.

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)

The school's internal moderation processes are robust and ensure that all teacher judgements are verified by qualified assessors. The Principal's Nominee is responsible for monitoring that all standards are moderated before results are reported. Most verifiers are subject specialists from outside the school and the Principal's Nominee checks that suitable verifiers are used. Teachers use feedback from internal and external moderation, and NZQA's assessor resources to develop their teaching assessor skills and improve their assessment programmes, although they could expand this to the use of Pūtake.

Enhancing the moderation process The school could consider adopting the use of the moderation monitoring process available in their Student Management System to manage moderation from 2024 onwards. This would streamline the process and support the work done in recent years by the Principal's Nominee to monitor moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

East Otago High School 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.

East Otago 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

East Otago 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.

East Otago 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

East Otago 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 School Board an annual analysis of NCEA achievement to inform strategic goals and actions.

East Otago 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 whānau about assessment

East Otago 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.

East Otago 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 East Otago 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 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
- NZQF Assessment Policy Staff Procedures Handbook, East Otago High School 2023
- NZQF Assessment Policy Student Procedures Handbook, East Otago High School 2023.
- East Otago High School Student Assessment and Achievement Policy 2023

The School Relationship Manager met with:

- the Principal's Nominee (Deputy Principal – Curriculum/Assessment)
- Heads of Department for:
 - English
 - Science
 - Technology
- Teachers in Charge of:
 - Music
 - Social Sciences
- Teacher of:
 - Foundation Studies and Home Economics
- 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.