

MANAGING NATIONAL ASSESSMENT REPORT

EAST OTAGO HIGH SCHOOL

April 2015

Managing National Assessment Review

The purpose of reviewing the management of national assessment is:

- 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 2015* (Assessment Rules); and
- to confirm that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess, in combination with the most recent Education Review Office report.

The review has three components:

- The annual external moderation of assessment materials and of teacher grade judgements for student work selected by the school's random-selection process.
- A random sampling of aspects of assessment systems and data for review or audit on an annual basis.
- A visit to review each school's assessment systems at least once every four years.

Managing National Assessment Report

This report summarises NZQA's evaluation of how effectively the school:

- has addressed issues identified through the three components of 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
- manages and makes use of assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

In preparing this report, the School Relationship Manager met with the Principal's Nominee and Deputy Principal, and Heads of Department and Teachers in Charge for Art, English, Home Economics, Mathematics, Science and Social Sciences.

The school also provided pre-review information and the following documents:

- *East Otago High School NAG1 Assessment Policy*
- *NQF Assessment Policy Student Procedures Handbook*
- *NQF Assessment Policy Staff Procedures Handbook*
- *report and action plan on a departmental review*
- sample course booklets.

There was a report-back session with the Principal, Deputy Principal and Assistant Principal at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies and next steps and to agree on any action required.

OVERVIEW

East Otago High School

23 April 2015

Quality assessment practices The culture at East Otago High School supports development and delivery of quality assessment practices. Teachers and students are provided with clear guidelines “for what needs to be done and when it needs to be done by”. “Expertise of colleagues is freely shared and readily available” so that teachers feel supported and aspire to high levels of professional practice in their assessment of students for national qualifications.

Self-review processes at East Otago High School are well embedded and provide high quality feedback on assessment. They enable the school to identify issues and evaluate effectiveness across a broad range of policy and practice.

Robust internal moderation practices allow the community and NZQA to have full confidence in student results reported for qualifications. These practices are actively monitored and assure quality assessment. Results from external moderation provide evidence of this.

Reporting of assessment-related data to NZQA is of a consistently high quality because of the school’s thorough checking processes. Comprehensive analysis of assessment-related data is effectively used to evaluate student achievement and effectiveness of assessment programmes.

Assessment and communication practices support high student achievement and a quality assessment environment. The school plans further refinements to course booklets and assessment calendars as part of their focus on continuous improvement.

No significant issues This review did not identify any significant issues that would prevent the school from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

Next Managing National Assessment review Based on the outcome of this assessment systems check, it is anticipated that the next Managing National Assessment review will be conducted within four years.

Kay Wilson
Acting Manager
School Quality Assurance and Liaison

9 June 2015

NZQA

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FINDINGS OF THIS REVIEW

Response to External and Internal Reviews

Previous external reviews

Evidence was sought that external review recommendations and findings have been appropriately and effectively addressed. (CAAS Guidelines 3v)

2001 Managing National Assessment review No action was required from the 2011 review.

External moderation Issues identified by external moderators are followed up, which may include a review of internal moderation and an action plan where necessary. External moderation feedback is used as evidence of the efficacy of internal moderation.

Internal review

Evidence was sought that the school was effectively 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)

Self-review processes provide high quality feedback on assessment policy and practice NZQA can be confident that self-review at East Otago High School effectively identifies and manages any risk to credibility of assessment for national qualifications.

The school uses multiple processes as part of their self-review. These include:

- the Curriculum committee's monitoring of assessment for qualifications policy and process
- triennial review, including NCEA compliance, carried out by senior management in subject areas
- a report provided by teachers-in-charge to the Board of Trustees on student achievement for most internal standards at the conclusion of every assessment
- senior managers monitoring of annual student achievement in subject areas
- the Principal's Nominee and Deputy Principal monitoring assessment quality assurance processes.

Effective processes ensure that review information informs operational and strategic planning. Examples of recent reviews undertaken and their outcomes provided for this visit include the:

- report on a recent triennial subject area review, the action plan that arose from these review findings, and the subsequent improvements found in assessment practice and student feedback
- reviewed documentation on assessment for national qualifications for teachers and students
- introduction of academic mentoring and fortnightly indicators in response to finding that students were not aware of their progress in relation to achievement

- annual declaration by subject areas as part of their Board report, the most recent of which identified the need for the school to develop a systematic support programme for new Heads of Department
- strengthening of data entry checks by including a link to students and NZQA reports to improve data accuracy
- identification of an issue with student achievement in externally assessed standards at one year level from analysis of 2014 achievement results, and the plans to address this in 2015
- improvement made to internal moderation monitoring processes following identification of inconsistencies in practices across the school by the Deputy Principal and Principal's Nominee.

No action required

No issues with the school's response to NZQA external reviews and its self-review of assessment systems and practice were identified during this review.

Assessment Practice

How does the school's assessment practice allow for the effective management of assessment for national qualifications? (CAAS Guidelines 2.5v-vii, 2.6, 3)

Assessment practices support high student achievement and a quality assessment environment These practices include sound management of:

- missed and late assessment
- appeals
- breaches of the assessment rules
- derived grades
- the requirements of the Privacy Act 1993
- reassessment and resubmission
- reporting "Not Achieved" where students do not present work for assessment
- provision of special assessment conditions for students requiring these. The school noted that they find sourcing suitable reader and writer support for students a significant and ongoing challenge.

Student achievement enhanced by individualisation of assessment programmes The school uses a number of strategies to effectively meet the qualifications needs of their students. These include students being able to tailor their assessment programmes by requesting withdrawal of entry from standards. Approval is granted on a case-by-case basis and takes account of the teacher's knowledge of the student's achievement goals and progress towards these. Students can also elect to attempt or not, certain standards within a course. The school extends the range of courses tailored to student need by their use of external providers.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

Moderation

How effectively does school internal and external moderation assure assessment quality? (CAAS Guidelines 2.6, 3)

Robust internal moderation practices assure quality assessment Internal moderation practices are well embedded. These include:

- the school requiring documented evidence from teachers that all internally assessed standards are quality assured before results are reported to NZQA
- expecting that annually, subject areas have at least one standard at each level verified by a subject specialist external to the school, to check assessor understanding
- evidence that all single teacher subjects use external specialists for quality assurance of their assessor judgements for all standards.

External moderation results are evidence of internal moderation quality This evidence includes:

- materials required for moderation always being provided
- random selection processes that ensure student samples are representative of internal assessment undertaken
- high agreement rates between assessor and national moderators for nearly all standards checked
- any issues identified by external moderators being followed up, including review of internal moderation and an action plan where necessary.

Effective monitoring informs self-review Processes have been reviewed and streamlined to provide consistency and increase accountability. Monitoring of internal and external moderation provides the school with robust evidence of practice. This includes an annual declaration by teachers to the Deputy Principal that quality assurance expectations have been met. Evidence based checks by senior managers ensure declarations match teacher practice.

External moderation feedback is used as evidence of the efficacy of internal moderation. An example of the school's response to assessment quality issues identified through external moderation was discussed and illustrates the robustness of processes.

No action required

No issues with the school's internal and external moderation were identified during this review.

Data Quality and Use

How effectively does the school manage and make use of assessment-related data?
(CAAS Guidelines 2.6, 2.7, 3)

Assessment-related data is of a consistently high quality Processes that ensure data quality include:

- a check by teachers at the start of each year to ensure current standards and versions are assessed and reported
- students signing after every assessment that the result entered in the student management system is accurate, which minimises transposing errors
- students signing their acceptance of entries in externally assessed standards to ensure accuracy
- a check by teachers of entry and result data reported to NZQA, against records in the student management information so that any mis-match is identified
- senior managers monitoring that these data management processes are carried out.

Assessment-related data is effectively used The school uses data to track student achievement, and inform school and subject area review by:

- annual analysis of achievement of qualifications against school and student goals to evaluate the effectiveness of mentoring and tracking processes
- comprehensive and meticulous tracking and reporting on individual student progress towards achievement of qualifications to ensure students are on target
- annual comparison by subject course of achievement in internally and externally assessed standards to identify any outliers or other anomalies.

Subject achievement reports by standard improves achievement For most internal standards, at the conclusion of every assessment, Heads of Department report to the Board of Trustees on student achievement. These are known as “baby BOT reports” and provide the Board with timely achievement data. They also help teachers not only to reflect on the assessment undertaken, but also to consider any adjustments needed to assessment of the next standard in the course before it is underway. Currently optional, the school plans to extend this useful review mechanism to require it for all standards assessed.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

Communication

How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to staff, and students and their families?
(CAAS Guidelines 2.4i(f), 2.4v, 2.6, 2.7ii, 3)

Communication supports strong student achievement and high quality assessment practice through:

- annual review of student and teacher documents to maintain the currency of assessment policy and procedures. Teachers are included in this review.
- the mentoring programme which provides the opportunity for students to reach deeper understanding of the Qualifications Framework and school assessment practices
- regular contact with parents, both formal and informal, including fortnightly reporting to parents and students on achievement progress
- establishment of a Curriculum Committee to monitor that assessment policy and practice is effective
- inclusion of assessment practice in staff meetings to ensure consistency of teacher understanding and practice
- effective teamwork between the Principal's Nominee and Deputy Principal meaning that all aspects of the role are well covered and that no one person holds all the knowledge
- collaborative practices between senior management, teachers, and the Principal's Nominee that contribute towards a culture of respect and strong professional assessment practice.

Further refinements to course booklets and calendars planned Following a review of the course booklets this year, the Deputy Principal plans to remove any generic information about assessment process from them, and introduce a common template to detail what assessment is taking place and when. A whole school assessment calendar that can be viewed through the parent portal on the school's website is also planned. Both refinements will further improve communication to students and parents.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during his review.

APPENDIX – SCHOOL PROFILE

East Otago High School

Consent to Assess (formerly Accreditation) granted 01/03/1995

Last MNA review 27/09/2011

Number of NCEA candidates*

2012	67
2013	71
2014	58

Number of participating NCEA candidates**

2012	62
2013	62
2014	54

Number of results reported by school

2014	1374
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Number of external entries made by school

2014	454
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Number of results reported with an external provider code

2014	338
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Signatory to the Code of Practice for the Pastoral Care of International Students Yes

Course approval for courses mainly or exclusively for international students No

*NCEA candidates are those Year 11-13 students who the school entered in at least one standard in the particular year.

**Participating NCEA candidates are those Year 11-13 students who, in conjunction with credits gained in previous years, have been entered in sufficient credits in the particular year to achieve an NCEA qualification by the end of that year.