

Managing National Assessment Report

Michael Park School

October 2022

FINDINGS OF THIS REVIEW

Michael Park School

25 October 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 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

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
Credible assessment practice to meet student / ākonga needs	
Review the staff handbook to align with current good assessment practice	Immediate

For consideration

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

- listing standards on the school's assessment plan for NZQA to consider adding to the school's moderation plan.
- ensuring that internal entries are withdrawn, or results reported if students have had an adequate opportunity to be assessed
- become an examination centre.



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30 November 2022

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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 31 May 2017 Managing National Assessment Report One of the two action items from the previous Managing National Assessment review has been addressed. Teachers now have a clear understanding of the difference between a resubmission and a further assessment opportunity. The Principal's Nominee has clarified these two sections in the staff handbook and provided effective professional development in staff meetings to ensure teachers understand and apply NZQA's requirements.

Removing internal entries for which no grade will be reported has been partially addressed. After having addressed this issue in 2019-20, in 2021 there was a slight escalation in the number of entries for which no results were reported. The school needs to consider how it can effectively manage mark book processes throughout the year to resolve this issue.

By embedding checking throughout the year, the school will better reflect actual student achievement to date to provide a better record to track student progress towards qualifications completion. The Principal's Nominee will also remind teachers prior to the 1 December file submission to report a result or withdraw the entry if the student has not had an adequate opportunity to be assessed.

External moderation processes and response to outcomes The school has developed robust processes and systems to meet NZQA's requirements. The Principal's Nominee, who is new to the role this year, has created a Response to External Moderation action plan. When necessary, the Principal's Nominee holds discussions with staff when external moderation reports are returned and uses a process to check that actions have been taken to address identified issues. As a result, teachers could describe changes to grade verifiers made to support accurate grade boundary judgements, and the provision of professional development and the use of Pūtake to support their understanding of the standards assessed.

Suggest standards are added to the school's assessment plan The school can continue to take ownership of the outcomes of external moderation by identifying standards to be added to its assessment plan, from which NZQA populates the school's moderation plan. Senior management agreed that this consideration can provide specific feedback on judgements at grade boundaries to better assure decisions in those areas where teachers need to develop further understanding of the requirements of the standard.

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)

Support for building teacher capacity and schoolwide engagement with external providers The school has identified the need to provide support for teachers new to NCEA and where there is an identified need to grow teacher capability. It supports capability building by buddying teachers with experienced

subject specialists and ensures there is support for their professional development for example through the North Shore Consortium. In addition, it extends its ability to deliver a range of assessment by ensuring it holds current Memoranda of Understanding with consented providers. These practices ensure capacity to deliver quality assured results for students.

Operationalise review to become an examination centre Until now the school has offered its external examinations to students through another secondary school. Its own review has identified that this is not best meeting the needs of students and that it has the capacity to run its own examination centre from 2023. Senior management has worked with N4L to review its capacity to deliver digital examinations, and this has led to an in-principle decision for the school to develop its ownership of external assessment through establishing its own examination centre. An action plan is developing and a location within the school has been identified. Next steps will include approaching NZQA, ensuring technology supports N4L's advice, and nominating an Examination Centre Manager. This change will best ensure that Michael Park School can keep pace with the changes related to both the Review of Achievement standards and digital assessment of standards to meet students' assessment needs.

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)

School values and tracks individualised education programmes Personalised learning is offered through a year 11 and 12 Future Pathways programme. This is monitored and mentored by kaitiakitanga, and the Horizons/Careers Advisor. Student voice is included in discussions with the relevant advisors. This professional partnership facilitates timely adjustment of courses to ensure individualised learning pathways best meet each student's academic and/or vocational needs. Students interviewed could clearly articulate the value of this support in helping them to focus on their assessment goals.

Leaders track individual student progress Leadership is effective in identifying any interventions or resourcing that may be needed for specific students. The Quality Assurance Committee receives an analysis and evaluation of student progress at their monthly meetings, provided to the committee by the Assessment Co-ordinator.

Update the staff handbook for accuracy and consistency Although the staff handbook has been updated to include more clarity about resubmissions and further assessment opportunities, there is a lack of consistency in information shared throughout the staff handbook. The handbook does not align with actual practice as described by teachers interviewed and reflected in student understanding of NZQA's current requirements. The handbook should be updated immediately to ensure currency and accuracy as discussed during this review.

Information is shared through other means including staff meetings, emails to staff and parents.

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)

Principals' Nominee checks processes to ensure quality assurance is complete

The school has effective processes for ensuring that all standards have been quality assured before results are reported to NZQA. All teachers are required to store moderation folders in departments or online and to complete critiquing and verification processes on the internal moderation cover sheet. Teachers enter results and the Principal's Nominee receives a digital copy of the completed internal moderation cover sheet before results are reported to NZQA. Digital storage of student work is transparent and documented visits to departments provide senior management with a check on this system.

Focus on reducing workload by considering sufficiency for grade verification

The school should provide staff with further guidance on how they can strategically select student work to ensure their grade verification sample is sufficient to confirm that grades awarded are at the standard. Because of small class sizes, most staff usually have the grades on all student work verified. However, selection should be purposeful around grade boundaries, regardless of the number of students being assessed.

Strategic selection can reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. Considering factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed, will help to determine verification sample size.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Michael Park 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals

Michael Park 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
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades.

Effective internal and external moderation to assure assessment quality

Michael Park 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.

Michael Park School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- 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

Michael Park 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.

Michael Park 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

Michael Park 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, such as the holding of parent gatherings.

Michael Park 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 Michael Park 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
- *Michael Park High School, Staff Handbook, 2022*
- *Michael Park High School, Student Handbook, 2022*
- *Course Outlines and Assessment due dates for Years 12 and 13 (Assessment Planning document)*
- Michael Park School Assessment policy.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- Heads of Subject for:
 - Chemistry
 - Drama
 - English and Media Studies
 - Mathematics
 - Physical Education
 - Visual Arts
- three 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.

Background

Michael Park School is a co-educational state integrated school teaching students from Years 1 to 13. The school's curriculum is based on the Steiner Waldorf philosophy and offers NCEA Courses in Year 12 and 13. Students aim to gain NCEA levels 2 and 3 and most aim to complete University Entrance.