

# **Managing National Assessment Report**

## **Westlake Girls' High School**

**April 2025**

## FINDINGS OF THIS REVIEW

### Westlake Girls' High School 3 April 2025

#### 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.

#### Actions and considerations

##### Agreed actions

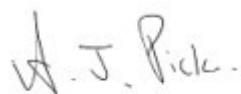
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Evaluate the effectiveness of actions taken in response to external moderation feedback	On receipt of external moderation feedback in 2025 and beyond
<b>Credible assessment practice to meet student needs</b>	
Ensure errors arising from a data file submission are corrected before the next scheduled submission	Immediate and ongoing
Update staff and student assessment handbooks to ensure they communicate current NZQA requirements and reflect school practice	Immediate and at the beginning of each academic year

##### For consideration

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

- evaluate recent changes to the monitoring of internal moderation practices.



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24 April 2025

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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 13 July 2021 Managing National Assessment Report**

Westlake Girls' High School had no action items arising from the previous Managing National Assessment review.

**External moderation processes** Westlake Girls' High School effectively meets all submission requirements of external moderation. Samples submitted to NZQA are timely and complete, with no instances of Materials Not Received since the previous MNA review. The school has also engaged well with the introduction of NZQA's requests for additional moderation samples by submitting them in a timely manner and incorporating feedback into the internal moderation practices of the current year.

Moreover, recent submissions have returned high rates of consistency, which is indicative of the accuracy of assessor grade judgements and provides evidence of the strength of its internal moderation practices.

**Improve responses to external moderation outcomes** The school's response to external moderation requires strengthening to help ensure teachers' planned actions are effective. The Principal's Nominee, together with senior line managers and Heads of Departments or Faculties should take steps to ensure there is a correlation between the proposed actions and moderation feedback. Analysis of recent moderation feedback highlighted two subjects with a pattern of inconsistency. In addition, a comparison between action plans formulated in response to 2024 moderation feedback indicates that, in some instances, the proposed remedial steps do not address the issues identified in the moderation report. Resolving issues identified by moderators in assessment decisions and / or assessment task design, will further develop teachers' understanding of the standard and grade boundaries. This in turn will support assessor decisions consistent with 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)*

Westlake Girls' High School maintains an effective self-review cycle across all areas of practice, from the Board of Trustees to individual teachers. The school values the analysis of practice, identification of issues, and evaluation of responses afforded through the process. Self-review involves reflecting on achievement data, considering external report recommendations, measuring against school-wide goals, and incorporating teacher, student, and whānau voices. Sharing the results from review cycles during staff meetings fosters participant ownership and leadership, not only in the review process itself but also in subsequent actions. This approach ultimately enhances collective capability and ensures continuous improvement across all areas of the school.

**Strategic planning for academic success** A particular strength of the school's cycle of internal review lies in its rigorous scrutiny of academic results to inform innovation and the setting of annual strategic priorities. This annual review cycle begins with senior leader analysing current cohorts together with historic academic trends to set realistic annual achievement targets. These targets form the basis of

departmental, subject, and teacher targets. Teachers use these, along with progressive achievement and predicted results, to inform and evaluate their annual professional growth cycle. This reflective 12-month process starts at the onset of Term Two to maximize the impact of results release timelines. The programme's success is evident in the improvement in academic results in 2024 and the school's ability to respond quickly before anomalies in achievement develop into trends. This strategic approach ensures that the school remains adaptable and responsive to changes in assessment needs, fostering an environment where all students can thrive academically.

**Response to outliers** The school has conducted a comprehensive investigation into the two derived grade at scale external comparison outlier reports generated in 2024. A report for each subject was provided during this review that included detailed findings of the school's investigations, actions that will be taken to address the reports and how these will be monitored. The actions arising from one report supported the school's decision to conduct school exams digitally when the external examination would be held on NZQA's digital platform, while the other, being due to a data entry error, will be addressed by the appointment of a Kamar and Assessment Co-ordinator. The comprehensive review and documentation of outlier reports further demonstrates the importance of internal review at Westlake Girls' High School and its ability to respond to issues effectively as they arise.

## **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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2025)*

### **Special Assessment Conditions (SAC) for students are managed effectively**

The school is effectively removing barriers to achievement for a large number of students identified as eligible for SAC. Most of these students are identified by external specialist referrals, which are quickly processed and well communicated to staff to ensure the correct provisions are available. Some concern regarding the resourcing of these conditions in light of new assessment opportunities was raised during this review. It is envisaged that continued changes to external Achievement Standards will alleviate this need through the mode of delivery, conditions of assessment and fewer assessment opportunities. That said, the school's excellent provision in this area ensures students are given equitable opportunities to provide evidence of their understanding and skill in all assessments.

**Ensuring the authenticity of student submissions** Westlake Girls' High School has substantial and consistent practices in place across all faculties and departments to ensure evidence for assessment produced by a learner is their own. Students are well supported to avoid authenticity breaches by being explicitly taught what constitutes a breach. The use of a digital assessment platform where appropriate further discourages inappropriate practices as it notifies teachers when students access material that is not permitted in the assessment. Staff are also well versed in ways to detect breaches of authenticity ranging from the use of a variety of third-party detection tools through to extensive knowledge of the capability of students gained through checkpointing, interviewing and evidence gathering. The process of managing suspected breaches and appealing decisions is well understood by both students and staff, ensuring equitable outcomes. Keeping abreast of emerging challenges and opportunities in this area is also a key priority for the school, being the subject of ongoing discussion and review, both internally and through external professional learning. This robust approach gives senior leaders confidence that internally assessed work is authentic.

**Tracking student achievement informs interventions** The school has effective systems in place to identify and provide targeted support for students at risk of not achieving their qualification goals. The engagement of literacy and numeracy coordinators, extensive use of formative and diagnostic assessment and regular predictive reporting by teachers, together address the school-wide focus on engaging with achievement data and measurement systems to inform teaching practice and support student growth. The efficacy of these measures can clearly be observed in the school's outstanding levels of NCEA, endorsement and co-requisite attainment. This comprehensive approach ensures that all students have the opportunity to succeed and reach their full potential.

**Improve data management processes** In 2024, the school's data file submissions resulted in a large number of errors and warnings that were not resolved in subsequent files. Errors must be rectified immediately to ensure students are not hindered from accessing assessment by being incorrectly entered. The school's management of student entries and results will be strengthened in 2025 by the appointment of a Kamar and Assessment Co-ordinator to help meet NZQA expectations. Part of this role will be to ensure data is accurate before it is submitted to NZQA and thereby the school will further remove barriers to student achievement.

**Ensure staff and student handbooks reflect current practice** Guides for staff and students should be fit-for-purpose and accurately reflect current practice. The school needs to review their documentation to maintain currency. Updates to documentation identified in this review include the requirements for NCEA attainment, processes for generating and reporting derived grades, the requirement for students to be able to detect and correct errors during a resubmission and the requirements of entering into an agreement with a third party. By keeping these guidance documents current, the school will strengthen its support for staff and students, particularly for those new to the school and/or less experienced with NCEA.

## **Moderation to ensure assessment quality**

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2025)*

**Robust internal moderation monitoring and audit process** Westlake Girls' High School's external moderation outcomes provide confidence in the effectiveness of its internal moderation practices. Department Heads take ownership and leadership of the moderation cycle, documenting processes and using standardised templates for each assessed standard. High-quality verifier judgment statements contribute to effective quality assurance for internally assessed standards. The school's excellent external moderation consistency rates concur with the effectiveness of internal moderation practices.

**Monitor internal moderation completion** The school should embed and evaluate its recent steps to improve the process of monitoring the completion of internal moderation. The school had previously identified this as an area for improvement and in 2025 has implemented the use of the online internal moderation facilities afforded by its SMS. This system prevents the publishing of results until the completion of all steps in the internal moderation cycle has been verified by a senior leader. The school is encouraged to evaluate the success of this program in meeting the NZQA requirement to ensure that all results have been subject to a quality assurance check. By doing so, the school can be assured of the credibility of results reported.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Westlake Girls' 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
- providing credible opportunities for students to complete the NCEA co-requisite
- 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 expanding opportunities for digital assessment including digital exams
- identifying and providing targeted 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.

**Westlake Girls' 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
- ensuring teachers and student are aware of authenticity requirements including the use of Generative AI
- 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 grades
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Westlake Girls' 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.

**Westlake Girls' 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

**Westlake Girls' 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.

**Westlake Girls' 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
- 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**

**Westlake Girls' 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.

**Westlake Girls' 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 Westlake Girls' 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) 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 NCEA Co-requisite Standards, and Candidates 2025*.

### 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
- *New Zealand Qualifications Assessment Policy, Westlake Girls' High School 2025*
- NCEA Assessment Policy and Procedures – quick reference list for staff, *Westlake Girls' High School 2025*
- *New Zealand Qualifications Framework and NCEA – Policy Information to Students, Westlake Girls' High School 2025.*

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Assistant Principal –Assessment
- Heads of Faculty/Department for:
  - Language Acquisition and Literature
  - Languages
  - Mathematics and Statistics
  - Music
  - Social Science
  - Visual Art
- three students.

There was a report-back session with the Principal, Associate Principal, Assistant 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.