

# **Managing National Assessment Report**

## **Massey High School**

### **September 2024**

# **FINDINGS OF THIS REVIEW**

## **Massey High School**

**9 September 2024**

### **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 2021.

### **Actions and considerations**

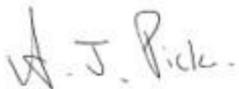
#### **For consideration**

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

- strategically selecting samples of student work for internal moderation verification based on the experience and confidence of the teacher.

#### **No action required**

The school has no action items relating to the quality of their assessment systems.



Amanda Picken  
Manager  
School Quality Assurance and Support

9 September 2024

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## 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 19 November 2018 Managing National Assessment Report**

The two action items from the previous Managing National Assessment review have been resolved. The school has developed a process to address issues raised with external moderation outcomes, supporting assessor judgements to be consistent with the standard. Results not reported have been reduced so they are comparable with other similar schools, enabling accurate student assessment records and improved tracking of progress.

**External moderation response to outcomes and processes** The school has developed a follow-up process where Leaders of Learning provide evidence of the effectiveness of planned responses to external moderation outcomes that are not yet consistent or not consistent. Examples of Moderation Action Plans for 2022 and 2023 detailed actions taken, timeframes and expectations for resolving issues.

In 2023 the historically sound consistency agreement rate between NZQA moderators and teachers declined to a level that did not meet the school's or NZQA's expectations. The school explained that a previous teacher uplifted work when they moved to another school, and standards were not removed from their plan. The school is aware of these issues and intends strengthening the management of their external moderation in conjunction with NZQA.

### 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)*

The school strategically focuses on increasing the academic achievement of their students by creating programmes and assessment opportunities to meet their learning needs.

The school is the main provider of the Auckland West Vocational Academy where students have the opportunity to undertake skills-based assessment leading to vocational pathways through relationships with a number of tertiary organisations. For academic students the school provides a Scholarship pathway offering students with that ability and aspiration a Scholarship programme allowing them specialised teaching and time for preparing to sit scholarship examinations.

To support students to meet their aspirations and reflect their abilities the school has developed an effective process to review course design and content focusing on the delivery of standards that engage students in learning and assessment. Student progress is regularly discussed at Heads of Faculty level using current achievement data with a focus on students not achieving, and the distribution of merit and excellence grades, contributing towards the recognition of certificate and course endorsement. Annual Faculty reviews are developed after subject teachers have reflected on individual course achievement outcomes. These reports and subsequent actions are discussed with the Senior Leadership Team.

Each month the Senior Leadership Team prepare a report for the Board of Trustees on the academic progress of students across the school. Additional significant roll growth in the past year has provided a rationale for Learning Leaders to identify the need to broaden curriculum and assessment possibilities. This review has resulted in a six day/six subject timetable so that students have access to a broader range of learning and assessment opportunities. Courses have also been developed to upskill students in literacy and numeracy competencies in preparation for Common Assessment Activity assessments.

The school has reviewed student engagement in external examinations with up to a third of students, in recent years, not having external entries and an external examination absentee rate averaging one fifth of entries. This has led to a focus on ensuring student readiness for external assessment which includes catchup opportunities during study leave and an increased focus on teaching study skills and examination techniques. In the last academic year, there was a positive increase in the number of students entered in external assessment.

## **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 2024)*

## **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 2024)*

**Academic mentoring and counselling** To support student achievement and meet students aspirations the school delivers an effective programme of academic mentoring and counselling. This involves coaching, career counselling and tutor conversations with Ākina leaders. For example, extra tuition is provided for students working towards University Entrance and double classes in English are provided for the growing number of students from non-English speaking backgrounds who may be new to standards-based assessment.

**Data used to support student achievement** Faculty tracking documents are created to traffic-light student progress at a subject level and within departments. These are discussed at fortnightly Senior Leadership/Faculty Leader meetings to identify any barriers to assessment. The school identified that this process is being closely monitored in departments and shared with Deans and Leaders of Learning to ensure appropriate interventions to meet student needs. Interventions through Deans and subject teachers are made to support those students not achieving to their potential.

**Effective communications** The school regularly reviews plain English communications published online so that they are accessible and easily updated to reflect current practice. This includes staff assessment policies and student handbooks. The currency of these publications is evident with information on managing Artificial Intelligence to ensure responses to assessment opportunities are authentic. The Principal's Nominee will update a small number of changes to review any legacy information. This will ensure current terminology is better aligned with NZQA.

## 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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Selection of student work for verification should be strategic** The internal moderation verification process provides feedback by teachers engaging with another subject expert for every standard being assessed, rather than checking the small sample called for external moderation. Teachers interviewed in the review described a variety of methods used to select samples of student work for internal moderation verification. This included in some cases a full cross section of grades, to gain confirmation from moderators of grade decisions.

For internal moderation samples of student work for verification should be strategically selected. The assessor judgements of grades awarded should include work at grade boundaries. There is no fixed or predetermined number of pieces of student work that must be verified. The selection should be sufficient to ensure the assessor is confident that the grades awarded are consistent with the standard. The number will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and the number of students assessed.

Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process and provide benchmarks to inform future assessor judgements. The school should provide staff with further guidance on sufficient verification by the strategic selection of student work.

**Strengthening Internal Moderation Monitoring Processes** Currently the internal moderation monitoring process is managed by Leaders of Learning informing Heads of Faculty that the internal moderation process has been completed by teachers in their subject areas for each internal standard they assess. This information is then collated by the Principal's Nominee on a central spreadsheet. To make the process more transparent, less time consuming and efficient, the school this year is moving to using their Learning Management System to track and monitor the completion of internal moderation. This will also ensure that results cannot be reported until the process is completed.

## **Appendix 1: Effective Practice**

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

**Massey 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
- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Massey 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
- 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**

**Massey 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
- 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.

**Massey 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**

**Massey 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.

**Massey 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

## **Effective communication to inform staff, and students and their families about assessment**

### **Massey High School has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff
- 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.

### **Massey 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 Massey 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 2024*.

### 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
- *Massey High School National Qualifications, Staff Manual, 2024*  
*Massey High School National Qualifications and Student Manual, 2024*

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

- the Principal's Nominee
- Deputy Principal
- Head of Faculty for:
  - Languages
  - Social Science
- Heads of Department for:
  - Biology
  - Drama
  - Geography
  - English Language
  
- three students

There was a report-back session with the Principal's Nominee and Deputy Principal 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.