

# **Managing National Assessment Report**

## **Massey High School**

**September 2018**

## 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

## 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 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; 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 2018* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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
- *National Qualifications Framework Assessment Procedures (Staff Manual), Massey High School, 2018*
- *National Qualifications Framework and NCEA (Student Manual), Massey High School, 2018*
- *Quality Management System Document, Massey High School, 2018*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the:

- Principal's Nominee
- Assistant Principal – Teaching & Learning
- Student Data Entry Manager
- Learning Leaders for:
  - English
  - Mathematics
  - Science
- Heads of Department for:
  - Geography
  - International Languages
- Teacher of:
  - Digital Technology
- three students.

There was a report-back session with the Principal's Nominee, Assistant Principal – Teaching & Learning, and four members of the Senior Leadership Team 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.

# SUMMARY

## Massey High School

6 September 2018

### Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

### What the school is doing well

Massey High School continues to provide appropriate programmes of learning for students to meet their academic needs and to prepare them to achieve their qualification goals. Assessment matters are well-managed by an experienced Principal's Nominee and assessment rules are well understood by teachers.

A feature of the school is the shared commitment to self-review with a focus on meeting the needs of students. Teachers are encouraged to reflect on their own practice and to share their views with other teachers both within and without their departments. This approach is beginning to see the breaking down of some teaching "silos" with some attempts to offer cross-department courses.

Formal departmental reports, based on the analysis of achievement data, are submitted to Senior Leaders each year. Learning Leaders meet regularly with their upline Senior Leader and review meetings are scheduled twice a year. This approach further emphasises the schoolwide commitment to self-review.

A number of initiatives have been introduced as a result of self-review, including the appointment of Progress Leaders, the introduction of the CLIPAS initiative and the expansion of the Academies programme to better meet the needs of students.

The school has made a significant investment in both the monitoring of students' achievement and the provision of mentoring for students identified as being at risk of not achieving their qualification goals. Teachers are provided with the names and photographs of at risk students and these lists are regularly updated throughout the year. Progress Leaders work alongside Deans to develop specific mentoring plans to support students. Homework centres provide additional tutoring opportunities.

Teachers interviewed during this review had a very good understanding of the requirements for both internal and external moderation processes and were following these in accordance with NZQA expectations.

The management of assessment-related data is generally effective. Datafiles are submitted to NZQA in a timely way, and most issues are identified and corrected. The "sign-off process" for students, whereby they confirm the accuracy of their entries and grades, is good practice.

The school has effective systems to ensure the currency of information about NCEA that appears in its publications. A comprehensive staff manual and a student manual are available. Assessment policy is communicated to the school community using a range of media and any changes are discussed with teachers at meetings. Parents are well-informed through newsletters and online posts.

### **Areas for improvement**

The introduction of a process for Senior Leaders to ensure that Learning Leaders have effectively completed any actions planned as a result of external moderation reports will provide confidence that issues raised in these reports have been addressed.

With the number of samples of student work submitted digitally for external moderation increasing, risks associated with inappropriate storage of these materials also increases. A schoolwide policy that details the requirement for digital storage of moderation samples will mitigate these risks.

The school must introduce a process to ensure that all internal entries are either withdrawn or have a result reported to NZQA, as appropriate. This was not the case in 2017. Entries without results will have an impact on the school's analysis of overall achievement in courses, and do not accurately portray the students' intended assessment programme.

### **Agreed action**

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- introduce a follow up process with Learning Leaders to confirm that actions planned as a result of any concerns raised in external moderation reports have been completed effectively
- ensure that students' entries for internal standards either have a result reported or are withdrawn, as appropriate.

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19 November 2018

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# FINDINGS OF THIS REVIEW

## How effectively has the school responded to external and internal review?

### External review

*Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

**Action Items from 7 May 2014 Managing National Assessment Report** No actions items were identified in this review that required follow up by the school.

**Response to external moderation outcomes** Learning Leaders are expected to review external moderation reports and develop plans to address any concerns that have been raised.

The introduction of a follow up process with Learning Leaders to confirm that these actions have been completed and that anticipated improvements have been achieved, will act to provide confidence to Senior Leaders that concerns raised in moderation reports are being addressed. This follow up could be part of existing regular meetings between Learning Leaders and their upline Senior Leader.

### Internal review

*Evidence for 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)*

Self-review is an embedded practice at the school and is integral to the ongoing teaching and learning programme and to students' achievement in qualifications.

The process occurs at all levels with formal and informal opportunities for review being encouraged. Teachers' own self-review informs their departments' review, and cross-departmental discussion also occurs.

Formal departmental reports, based on the analysis of achievement data, are prepared annually. Review meetings, with a focus on change, occur twice a year and involve Learning Leaders and Senior Leaders. Learning Leaders also have regular scheduled meetings with their upline Senior Leader that focus on review.

This commitment to self-review, with a focus on meeting the needs of students, is a feature of the school, as is the active willingness shown by some teachers to engage with colleagues in other departments, thus breaking down some established teaching "silos". The school's strategic plan is informed and shaped by these dynamic review processes, with improving academic results evident.

Self-review has resulted in a number of developments at the school, including:

- the enlargement and re-alignment of the Senior Leadership Team to better implement the school's strategic goals
- the introduction of Progress Leaders who have a focus on student mentoring aimed at improved student outcomes
- a developing openness to digital assessment led by the Deputy Principal – Teaching & Learning

- the expansion of the Academies programme to better meet the achievement and qualification needs of students
- the introduction of the CLIPAS initiative (Coaching, Learning Walks, Inquiry, Professional Development, Appraisal and Story Hui) to raise the professional standards of teachers in their teaching and assessment
- the introduction of some courses with a cross-curriculum approach to better meet the needs of students.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's response to external review. Senior management undertakes to:

- introduce a follow up process with Learning Leaders to confirm that actions planned as a result of any concerns raised in external moderation reports have been completed effectively.

## How effectively does the school's assessment practice meet the needs of its students?

*Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 5.5)*

### **Massey High School has effective processes and procedures for meeting the assessment needs of their students by:**

- designing programmes of learning that are focussed on their interests, needs and abilities
- guiding them into courses in which they have the greatest opportunity for success
- offering varied opportunities for the collection of evidence towards assessment
- where appropriate, assessing students when they are ready
- extending assessment opportunities by offering vocational and trade-based courses through extensive Academies and Gateway programmes
- all departments having a shared commitment to improving literacy
- encouraging digital assessment, where appropriate, and preparing students for future assessment developments through involvement in the digital trials and pilots
- providing additional tutoring through the provision of homework centres
- ensuring teachers are aware of individual students with special assessment conditions entitlements and providing these resources for internal assessment where appropriate.

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

- ensuring grades awarded are valid, authentic and verifiable
- ensuring that teachers understand the requirements for:
  - providing one further opportunity for assessment when appropriate
  - providing suitable opportunities for resubmissions
  - managing missed and late assessment processes
- investigating appeals by students of assessment decisions
- addressing any authenticity concerns using the principles on natural justice
- meeting the requirements of the *Privacy Act 1993*.

**Monitoring of student achievement and the provision of mentoring is well-developed** The school has made a significant investment in resourcing (time and personnel) to provide appropriate support for students to enable them to meet their qualification goals.

Effective systems to identify and monitor those students who may be at-risk of not achieving their academic goals are in place. This process is managed by the Assistant Principal – Teaching & Learning who provides regular updates to teachers throughout the year of those students so identified.



This is an evolving process. Where student names were initially provided, now student photographs are provided. This further personalises this process for teachers. A future plan is to develop this into a digital process.

Similarly, a well-established support and mentoring programme has been further enhanced through the introduction of Progress Leaders who work with Deans and other teachers to provide appropriate support for identified students. Concern about the achievement and attendance rates of boys in particular led to an initiative to interview all boys with their parents to further support the mentoring approach.

**No action required**

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

## How effectively does the school's internal and external moderation assure assessment quality?

*Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)*

### **Massey High School has effective processes and procedures for managing internal moderation by:**

- ensuring all assessment materials are critiqued prior to use
- strategically selecting samples of student work at grade boundaries for verification purposes
- using subject specialists to verify the selected samples and, where appropriate, using verifiers from outside the school
- documenting the process on Internal Moderation Coversheets
- keeping benchmark exemplars to inform future assessment decisions
- monitoring and reviewing moderation processes during departmental quality assurance review meetings with the Principal's Nominee.

### **Massey High School has effective processes and procedures for managing external moderation by:**

- randomly selecting samples of student work for external moderation to NZQA requirements
- ensuring samples of student work are stored so that they can be provided for external moderation
- actively encouraging the digital submission of student work.

**Digital storage policy should be considered** The school should consider a schoolwide policy that details the requirement for digital storage of moderation samples to mitigate any risks.

The number of samples of student work selected for external moderation that are submitted digitally is increasing. This raises the risk associated with inappropriate storage of these materials such as materials not being stored on the school's secure network, or permissions settings only enabling the teacher to view the material.

### **No action required**

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

### **For consideration**

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- developing a policy on the storage of digital samples of student work selected for external moderation.

## How effectively does the school manage and make use of assessment-related data?

*Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

### Massey High School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
  - using data to monitor and track student progress and to identify students at risk of not achieving their goals
  - evaluating the effectiveness of assessment programmes to ensure they allow students to meet their achievement goals and informing changes to standards offered
  - annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement, to inform strategic goals and actions
- **reports accurate achievement data by:**
  - ensuring that datafiles are submitted to NZQA in a timely manner
  - checking reports such as the Key Indicators to identify and resolve any errors
  - reporting results against the correct provider codes of external providers with which the school holds current memoranda of understanding
  - actively encouraging students to monitor their progress using the student portal on the student management system and the NZQA learner login
  - submitting fees paid and financial assistance applications on time.
  - using a “sign-off process” with students to confirm the accuracy of the internally assessed grades reported and the accuracy of entries made into external standards.

**All internal entries submitted must have a result** In 2017, a number of internal entries were submitted by the school to NZQA without a result being recorded. The school must introduce a process to ensure that these entries are either withdrawn or a result awarded, as appropriate. Entries without results will have an impact on the school’s analysis of overall achievement in courses and do not accurately portray the students’ intended assessment programme.

The process currently in place, whereby teachers “sign-off” that their markbooks have been accurately completed each year, is not effective in ensuring that internal entries without results are not submitted to NZQA. Statistical reports published on the NZQA website may assist in identifying those entries with no result.

### Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure that students’ entries for internal standards either have a result reported or are withdrawn, as appropriate.

## **How effectively does the school's communication inform staff, and students and their families about assessment?**

*Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

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

- ensuring all course assessment outlines and other materials provide consistent information for students
- communicating assessment policy and procedures to staff, students and parents using a range of media
- annually reviewing staff and student handbooks to maintain current best practice and ensure consistency school-wide
- reporting on students' progress towards qualifications, including providing online access through the student and parent portal.

### **Massey High School assists common understanding of assessment practice by:**

- publishing a staff manual containing assessment procedures
- providing comprehensive information for students online and in a published student manual about schoolwide NCEA procedures
- informing staff of updates to NCEA information throughout the year.

### **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 this review.