

Managing National Assessment Report

Henderson High School

October 2024

FINDINGS OF THIS REVIEW

Henderson High School

16 October 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.

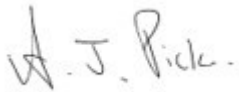
No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

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.

Actions

No action required

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



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29 November 2024

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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 14 April 2021 Managing National Assessment Report

Henderson High School has made notable improvements to the school's assessment practice and quality assurance processes, addressing all six action items from the previous report. A schoolwide approach to common assessment practice has been embedded, evident by the consistent understanding across staff interviewed for the review. The staff and student handbooks are annually updated, providing access to fit-for-purpose, current information, and enabling fair assessment for students. The school reinforces the sufficient and strategic selection of samples of student work for verification and has successfully established and implemented a process to monitor internal moderation. These processes are further discussed in the Internal Moderation section of this report. The action item to document and monitor the follow-up of issues raised in external moderation has been comprehensively addressed and is discussed in the following section.

External moderation response to outcomes and processes The school has an effective process, led by the Principal's Nominee, to follow up issues raised in moderation reports. The Principal's Nominee provides clear guidance on the expected process while individual Heads of Department take ownership for the resolution of any issues. The school has introduced a three-tiered approach, at the standard, department and senior leadership level as appropriate, using the NZQA supplied templates to review and document the actions taken to address inconsistent external moderation outcomes. The Principal's Nominee monitors annual feedback and evaluates changes for expected improvement to see if there are any ongoing patterns of concern that need to be investigated further and addressed.

The evidence of the increasing effectiveness of the school's response to external moderation feedback is the recent improved levels of agreement between assessor and moderator decisions, and a significant reduction in not consistent outcomes. This positive trend can be attributed to the school's strategic commitment to professional learning, based on the knowledge of where further support is required and facilitating strategies accordingly. The school expects staff to use the support available from their colleagues and external verifiers, NZQA resources and through active involvement in subject associations. There are high numbers of staff who have accessed learning modules for a wide range of subjects on Pūtake, NZQA's learning management system, to support their understanding of the requirements of the standard and have used the Assessment Practice Tool to check the accuracy of assessor judgements. As well as teacher personalised learning, the school dedicates professional learning time, including at departmental meetings and Teachers' Only Days, for staff collaboration and engagement with the NZQA online resources. Teachers participate in subject associations to access a wider range of resources and standard specific knowledge. The school also encourages staff to use the function in the moderation application to appeal reports, and this could be extended to query reports in the first instance. These functionalities enable a two-way interaction with the moderator to gain further clarification or feedback where needed.

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)

Self-review is continuous, informed by extensive data analysis and interpretation, and involves innovation and strategic planning for the future. The school's focus, driven by their vision of *"empowering students with the knowledge to succeed and change their world for the better,"* is integral to students' achievement in qualifications. Embedded in this strategic focus is quality learning centred on meeting student need, underpinned by effective and credible assessment practice. Student voice is gathered formally and informally across all levels of the school and is valued for informing changes to assessment practice and programmes.

The senior leadership line managers have oversight of their designated curriculum areas through their support of Heads of Department to lead teaching, learning and assessment. Senior leaders encourage departmental leaders to reflect on their own assessment and quality assurance practice and learn professionally, with expert input by the Principal's Nominee where needed. Departmental leaders in turn share ownership of assessment processes and build teachers' capability for ongoing improvement. This has enabled the school to move beyond compliance to adopt innovation and the purposeful delivery of credible assessment and robust quality assurance.

The school's effective delivery of assessment and quality assurance is representative of their motto, *"a mind conscious of integrity."* There was clear evidence during the review that ownership for credible and consistent assessment practice and robust quality assurance that supports student achievement is distributed across every level of the school, including the students. Students are expected to take responsibility for their learning and assessment journey. Staff discuss best NCEA practice at regular departmental and full staff meetings which also provides an avenue for review, such as updating NCEA documentation. Clear direction to both staff and students on authenticity, including strategies to prevent and detect breaches of assessment is an example of the school's uncompromising approach to credible assessment. This collaborative approach means teachers and students share accountability and understand current assessment processes and qualifications.

The school's strategic goal of *"Teach Knowledge"* encompasses explicit teaching and professional development. This approach is applied by supporting teachers to develop a range of effective strategies and practices to improve literacy and numeracy competencies across the curriculum. The school is using the findings from participating in the co-requisite Common Assessment Activities to support teaching practice, understand what student readiness looks like and build student confidence in their knowledge and skills. Close tracking allows students to be identified early and receive focussed teaching and learning. Targeted support is provided in the junior school to build the foundational skills critical for success in the senior school, to ensure students are well-placed to meet the qualification requirement.

Evidence-informed data analysis promotes student achievement The school uses achievement data effectively to track and provide support for student academic goals and qualification completion.

Teachers undertake reflective analysis of achievement data, including student voice, and evaluate course design and delivery. This leads to adjustment of standards,

assessment tasks, collection of assessment evidence, and changing contexts to authentically reflect student interests and learning styles.

Heads of Department develop an annual implementation plan which comprehensively summarises student achievement outcomes, disaggregating attainment by subject, teacher, gender and ethnicity, with national comparisons. In collaboration with their senior line manager, they unpack and review the prior year's action plan, including moderation outcomes, and identify key areas of focus, to improve the quality of teaching and learning and student outcomes. Heads of Department meet with the Principal to discuss findings, and these are shared with the Board of Trustees.

School leaders strategically review data to inform and reflect on student achievement, measurement against school-wide goals and targets, and the effectiveness of changes made. The Board is regularly updated on progress towards the school's strategic goals.

Digital approach well supported The school has embraced the digital first approach to assessment of the NCEA Change Programme and invested significantly in digital technologies. This approach mirrors students' everyday learning and supports engagement in assessment. Teachers have progressively moved to digital systems including for gathering assessment evidence and documenting quality assurance practice. In 2023, two thirds of students engaged with digital external assessment, and nearly half of students had a digital examination result.

Teachers participating in the review acknowledged the Principal's Nominee's professionalism and responsiveness to their queries and appreciated his knowledge and willingness to guide and support them. The Principal's Nominee is supported in his work by the Deputy Principal – Academic and other senior leaders, and the staff, who collectively support students to achieve. Senior leadership can be confident that issues relating to assessment practice and quality assurance will be identified and resolved.

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)

Programmes offered address student needs Henderson High School addresses the school's strategic goal of supporting students to have equitable access to future opportunities. This occurs through a commitment to provide meaningful and coherent learning and assessment pathways that meet the aspirations, qualification needs and interests of their students. Self-review enables the school to identify programmes, and the composition of courses required to best cater for the varied and changing needs of students. Student selection of courses drives the design of the timetable, to allow maximum flexibility and choice. As a result, the school provides a wide range of differentiated academic and vocational pathways, enabling students access to future educational, vocational and employment opportunities.

Comprehensive tracking and monitoring and appropriate support to enhance student achievement School-wide student achievement is closely monitored at regular intervals and appropriate support provided, as needed.

The Data Analyst Manager provides weekly updates of student achievement to the Senior Leadership Team. This data is then distributed to teachers, students and

whānau. The school uses a data analysis tool for early identification of gaps and strengths in student assessment data, to inform strategies to enhance teacher practice and improve student outcomes. In addition to this school portal, whānau are also mailed a student tracker document of achievement progress and results periodically throughout the year, and at two-week intervals in Term III and IV, in conjunction with termly reports of NCEA progress, parent-teacher conferences, and parent subject teacher interviews. This approach aligns with the strategic goal of engaging with the school's community to develop a shared view of opportunities and aspirations for students.

Results are shared with students two weeks after assessment completion, supporting timely tracking. Students indicated their appreciation of this prompt feedback, to support their own monitoring of achievement.

Deans take the lead for work with priority students and those identified through effective achievement data tracking by a senior leader as at risk of not completing qualifications. Deans are supported by subject and form teachers, Heads of Department, and senior leaders, as appropriate. The school indicated the collaboration to support students between Deans and teachers has strengthened over the past two years. Flexible assessment practice, and appropriate support and interventions are made, as needed, to engage students in learning and assessment. Interventions include changes to individual students' learning and assessment programme, Individual Learning Plans, one-on-one support, the Homework Club, tutoring, and study skills and time management workshops. Under the leadership of the Dean, subject teachers action the changes while form teachers actively monitor students' progress.

Students are assessed when ready, as appropriate. Teachers described the requirement that extended assessment have programmed checkpoints, appropriate feedback and feedforward. An Assessment Calendar supports students to manage their assessment workloads. Students are identified, and their applications supported for special assessment conditions. These entitlements are resourced for internal assessments and external exams, removing barriers to fair assessment and achievement. Students interviewed acknowledged the support of their teachers in assisting them to achieve.

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)

Shared and collegial ownership of effective internal moderation practice

Henderson High School has robust processes to ensure internal moderation effectively assures assessment decisions. The school's approach is to maximise professional learning to grow teacher confidence and capability in making grade decisions at the standard. Heads of Department interviewed described ensuring teachers were familiar with supporting documentation, including clarifications, external moderation feedback and benchmark exemplars, where these are available. The school recommends teachers engage with NZQA online resources, colleagues in other schools and subject associations, enabling access to a wide knowledge base to effectively inform the critiquing of assessments and task design, and for verification of grades. This approach has been effective in clarifying understanding of the new Level 1 standards. The school is aware of where additional support is

required and works to provide it. Senior leadership can be confident that internal moderation procedures carried out in all departments are complete and rigorous, and results reported are credible.

Heads of Department take responsibility for ensuring every teacher's grade decisions are moderated for every standard assessed each year for the subjects within their department. Middle leaders monitor moderation completion through targeted discussions and checking the recording of processes on the *Internal Moderation Cover Sheet*. Assessment documentation is stored in the shared department drive, accessible to the Principal's Nominee, the Deputy Principal – Academic and senior leader line managers, for transparency and oversight. The Principal's Nominee checks on departmental practice through the shared drive and visits, and where issues are identified works to resolve them, with the support of senior leaders.

A multi-faceted and collaborative approach to verification enables quality grade decision-making. Many departments verify in groups, hold moderation meetings and then revisit borderline samples, and use external verifiers, valuing the input of these colleagues including where a "third pair of eyes" is needed to reach agreement.

Verification is sufficient to ensure confidence in all assessor grade judgements, purposeful at grade boundaries and strategic, by including the selection of representative samples at each grade. The amount of moderation required is varied, depending upon an assessor's experience with the standard. Samples of student work selected for verification often exceed NZQA's requirements. Heads of Department indicated this professional dialogue added value, including to those teachers new to NCEA or standards-based assessment.

The school is reviewing whether to introduce the documentation of moderation steps in the student management system. This approach would allow the recording process to be standardised and ease of access for monitoring by senior leadership.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Henderson 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 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
- providing 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.

Henderson 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

Henderson 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Henderson 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

Henderson 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.

Henderson 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 / whānau about assessment

Henderson 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, 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.

Henderson 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 Henderson 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 / whānau.

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
- *Henderson High School Teacher's Handbook (General) 2024**Henderson High School NCEA Support Policy*
- *Henderson High School New Zealand Qualifications Framework Assessment NCEA Procedures 2024* (Staff Handbook)
- *Henderson High School NZQA Procedures – Student Notes*
- *Henderson High School Internal Moderation Processes (Wall Poster)*
- *Henderson High School External Moderation Processes (Wall Poster)*
- *Term 4 Senior Leadership Team Report to Board of Trustees*
- *NCEA Achievement Data June 2024*
- *NCEA Development Plan 2024: Social Sciences.*

The School Relationship Manager met with:

- the Principal's Nominee / Head of Department – Social Science
- Deputy Principal - Academic
- Heads of Department for:
 - English
 - Mathematics
 - Performing Arts
 - Science
 - Technology
 - Visual Arts
- three students.

There was a report-back session with the Acting Principal, Deputy Principal – Academic 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.