

Managing National Assessment Report

Onehunga High School

24 August 2023

FINDINGS OF THIS REVIEW

Onehunga High School

24 August 2023

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 highly 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

No action required.

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

For consideration

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

- documenting the justification process as a quality assurance option for single subject teachers to ensure derived grades are based on standard specific evidence.

Amanda Picken
Manager
School Quality Assurance and Liaison

18 October 2023

NZQA

0800 697 296

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 10 April 2018 Managing National Assessment Report All action items from the last review have been addressed. During the review teachers confirmed that the reporting of derived grades is based on standard specific evidence and the monitoring process by Senior Management has been significantly strengthened. Memoranda of Understanding are stored centrally for all results reported by external providers and documentation as required in the report has been updated.

External moderation response to outcomes and processes

The school has developed robust verification practices to ensure samples of student work submitted for external moderation meet the requirements of the standard. Teachers select samples of student work for external moderation submission using current NZQA requirements and engage with external verifiers if no internal subject specialists are available or external moderation for standards has not been consistent.

To strengthen the monitoring of the response to external moderation outcomes that are not yet or not consistent an online self-review tool has been developed that requires the teacher responsible for assessing that standard to outline the issues identified by the NZQA moderator and actions to ensure the requirements of the standard are met. This tool ensures consistent management by all learning areas in their response to external moderation outcomes. The completion of action plans is monitored easily by Senior Management responsible for those departments and the Principal's Nominee.

High and improving consistency rates for external moderation reflect the school's robust internal moderation processes and a highly effective response to external moderation feedback.

Access to NZQA assessor support prior to assessment Teachers interviewed during the review were not aware of the assessor support currently available to them particularly if they are a beginning teacher or have limited standards-based assessment knowledge.

Through their secure NZQA login teachers have access to NZQA's Learning Management System Pūtake. It is here that they can find support for internal assessment by subject and NZQA's modules on authenticity and digital assessment using Assessment Master. Teachers should also be reminded if they want clarification of a standard, they can use the *Request Clarification of an Internal Standard* form available on the Subject resource pages of the NZQA website to seek clarification from the moderator of a subject about the interpretation of evidence required for that 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)

Self-review is purposeful and embedded practice with highly effective systems in place to identify and respond to assessment concerns. Teachers are ably led in assessment change and processes by the Principal's Nominee with strong leadership from the Senior Leadership Team and Heads of Department. High expectations and clear communication have supported all NCEA teachers to take ownership of credible assessment and develop their capability to effectively respond to assessment issues and manage change.

The school management structure is based on clear roles and responsibilities that support robust quality assurance that is consistent school wide. Regular meetings ensure all managers and teachers are informed to provide credible assessment and moderation practices, respond to changes in these processes and focus on monitoring and tracking the progress of their students' achievement. The expectation is that each department will achieve eighty percent achievement across all its assessment opportunities which is monitored monthly and evaluated in the annual Academic Review and Areas of Focus for that learning area. If targets are not met subject teachers are required to review their programmes.

Effective use of data to inform student progress Learning Leaders and Deans meet regularly with the Senior Leadership Team and their Heads of Department to discuss the progress of students towards completing qualifications. Teachers meet with a group of students each week as part of a wraparound academic mentoring programme to support students to meet their goals. These meetings are informed by in depth data reports developed by the Principals Nominee that show current achievement and predicted outcomes. Next steps are then discussed and documented. The school has an overall aim that each student should gain fourteen plus credits from each course they complete. Students track their own progress with a custom-designed tracking booklet. The students interviewed for the review were very positive about this initiative.

Supporting students to gain qualifications Through its review processes the school supports individual students to identify pathways that meet their interests, aspirations, and abilities. The school has developed an extensive network of pastoral support and guidance by teachers, career advisors and deans. Students who need additional support can be placed on Individual Learning Plans. Student engagement is fostered by culturally appropriate learning strategies and a range of academic and vocational pathways. To engage students in learning and assessment the school continues to develop and foster clear pathways through the development of Academies that now include Building and Construction, Catering and Hospitality, Service, and Health and Science.

Engagement in the NCEA Change programme The school is preparing students to be familiar with digital examinations as the first stage in preparing them for the NCEA Change programme. In 2022, 35 percent of total examinations were digital with 80 percent of students experiencing a digital exam. Pilot Level 1 subjects have been assessed in three subjects and ninety students recently completed Literacy and Numeracy co-requisite assessment opportunities. To prepare students for the co-requisite assessments, literacy and numeracy strategies are being deliberately taught across the curriculum. Individualised learning programmes with timetabled periods to

focus on literacy and numeracy are provided for Year 12 and 13 students who have not yet completed literacy and numeracy requirements.

A culture of continuous improvement in assessment practice is evident in the school's self-review processes. Changes and new initiatives are based on data analysis with senior leaders and teachers taking ownership of credible assessment practices and developing assessment opportunities that meet the needs of their students.

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, TEO's assessing Achievement Standards and Candidates 2023)

The school's effective assessment practices ensure credible, consistent school-wide assessment. Heads of Department interviewed for the review were aware of the expectations set by the Senior Leadership Team and expressed appreciation for the support they received. Students confidently answered questions about authenticity, managing their time to meet deadlines and requirements to complete qualifications.

Management of missed and late assessments To ensure consistency of practice missed and late assessment applications are now managed by Deans of each learning level. Students requiring an extension must complete an application form outlining their reasons and following the school's guidelines. If approved by the Dean an email is sent to the subject teacher confirming the decision which is recorded on a central data base. This practice ensures decisions are based on the schools' stated criteria and are interpreted the same for all students as being fair and equitable.

Induction of new teachers to the school's NCEA practices The school operates an effective mentoring programme to ensure new teachers understand their responsibilities and the school's expectations for managing assessment opportunities, as outlined in their documented quality assurance processes. Each teacher is assigned a mentor and follows a weekly induction programme that includes sessions on the school's requirements for managing credible assessment and moderation processes. This programme is particularly relevant due to an increasing number of new teachers who do not have experience of standards-based assessment.

Collecting evidence to report Derived Grades To support single subject teachers to collect standard specific evidence to report derived grades the justification process should be documented. Justification provides confidence in assessor consistency and accuracy of judgements with the standard where a suitably qualified "second pair of eyes" is not readily available. This can be done through, for example, a comparison of previous years practice assessment grades with actual external results using the NZQA derived grade report for that subject, having another experienced subject expert checking the samples of student work against the marking schedule or having confidence in the assessor's assessment judgements from their subject's external moderation outcomes.

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, TEO's assessing Achievement Standards and Candidates 2023)

Internal moderation is effectively quality assured. The Principal's Nominee monitors the completion of internal moderation for all departments before results are reported. She works collaboratively with departments to ensure teachers understand expectations and provides support where necessary.

Internal moderation processes have recently been made more accessible and visible to teachers and senior leaders using their Student Management System internal moderation tool. This allows teachers to document each internal moderation stage and upload purposefully selected samples of student work. The Principal's Nominee has visibility of each stage and can therefore more effectively monitor the completion of internal moderation for each standard before results are reported.

The annual review of each department by the Senior Leadership Team includes discussion of issues teachers have in completing internal moderation with a clear expectation that external moderators are used by single teacher subjects to address inconsistent outcomes from external moderation.

These processes allow senior management to be confident that internal moderation procedures carried out in all departments are complete and the results reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Onehunga 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 and extending the school's Consent to Assess if required
- 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
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Onehunga 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Onehunga 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.

Onehunga 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

Onehunga 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.

Onehunga 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

Onehunga 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.

Onehunga 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 Onehunga 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 Candidates 2023*.

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.
- Policies on Board Administration, Curriculum Compliance, Health, Safety and Welfare Compliance, Personnel and Financial and Asset Management Compliance.
- *Staff Assessment Manual, Onehunga High School, 2023*
- *Assessment Procedures, NCEA – Levels 1, 2, 3 & New Zealand Scholarship, Student Assessment Handbook, 2023*
- *Samples of Onehunga High School 2022 Academic Review and Areas of Focus Learning Area reports*
- *Year 12 Term 2 Student Subject Report., 2023*
- *Subject Review of External Moderation Report- sample, 2022.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Business Studies
 - English
 - Physical Education/Health
 - Science
 - Social Sciences
 - Visual Arts
- three students.

There was a report-back session with the Principal, Senior Managers 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.