

Managing National Assessment Report

Manurewa High School

September 2018

What this report is about

This report summarises NZQA's review of how effectively Manurewa 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
- *Board of Trustees Policies:*
 - *The Curriculum*
 - *The Strategic Plan: School Charter*
- *Manurewa High School Assessment Rules and procedures (Staff Edition 2018)*
- *Manurewa High School Getting it sorted for success: Assessment Rules and procedures Student Handbook 2018*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee and Assistant Principal's Nominee, three students, and Heads of Learning Areas for

- Business
- Commerce
- Health and Physical Education
- Hospitality
- Mathematics
- Social Sciences.

There was a report-back session with the Principal, Principal's Nominee, Assistant Principal's Nominee and Deputy Principal Assessment 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

Manurewa High School

25 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 most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Equity, access and excellence are values that underpin assessment practices and student achievement at Manurewa High School. These values are evident in both the school's approach to assessment for qualifications and review focus. Several improvement initiatives are underway or planned to provide students with opportunities tailored to their goals and needs and to ensure they can take their place in the digital world. These include improving access to digital tools through a bring your own device policy, reviewing assessment to ensure every credit counts and using contexts that are authentic reflecting the multi-cultural community.

Self-review is improvement focussed. The school's vision for 2020 is the introduction of a curriculum that uses authentic contexts and the flexibility of the Qualifications Framework to provide assessments that better meet student needs. The plan is to integrate the collection of assessment evidence with the learning so that it is gathered naturally. This approach has the potential to improve student achievement and reduce workload for students and teachers.

School processes aim to ensure that assessment practices are consistent and results credible. Internal moderation practices assure school leaders that assessment results reported to NZQA have been quality assured. The same practices are followed for standards owned by industry training organisations. Response to external moderation also assures quality assessment.

The school makes good use of data to inform review and monitor student achievement. The introduction of a tool to help with data analysis will support existing processes once embedded.

Communications are tailored to the multi-cultural needs of the school community and students. Students value the supportive environment provided including the help to keep them on track towards their goals

Areas for improvement

Monitoring of internal moderation should be strengthened to ensure that quality assurance outcomes are consistently credible. Consistent application of evidence-based review of internal moderation will help the school to lift their external moderation outcomes.

Some next steps for the school to consider are about review of external assessment and support for Heads of Learning Areas with quality assurance practices as detailed in the body of the report.

Agreed action

The school agreed that the following action will improve the quality of their assessment system. This is:

- strengthen the process for monitoring internal moderation so that it consistently informs assessment quality.

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14 November 2018

NZQA

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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 28 May 2015 Managing National Assessment Report The school agreed three actions:

- to clarify the course and /or standard withdrawal process with staff
- revise the random selection method for external moderation with staff and document it
- clarify the time period for appeals and document it.

Samples for external moderation are now selected randomly to NZQA requirements. The process for entries and withdrawals is documented. The school identified that further work is needed on withdrawing entries and results, as detailed in the data section of this report. The appeals period has been clarified although course outlines in one learning area sampled does not follow school policy, suggesting that further checks and reinforcement are needed.

Response to external moderation outcomes The aim of the school's response process is to ensure that issues identified in external moderation are resolved. Industry training standards are included in the process. Heads of Learning Area are required to follow up all *not consistent* and *not yet consistent* outcomes.

Heads of Learning Area report to the Board of Trustees annually on external moderation outcomes.

Examples in two Learning Areas of response to poor external moderation outcomes was discussed. These illustrate that once identified, the school has the capacity to find the underlying problems and act to successfully resolve them.

External moderation outcomes provide schools with evidence of the efficacy of their internal moderation processes. While this year there has been a slight improvement in external moderation outcomes for Manurewa High School, these are still not at the level where the school can be confident that their quality assurance processes are effective. Over a third of standards moderated in 2018 required school follow-up. Some suggestions for improving quality assurance outcomes are noted in the moderation section of this report.

The Learning Area Line Manager, who is a member of the Senior Leadership Team, is responsible for checking that any issues with assessments or teacher judgements are resolved. The school has identified the need for further training and reinforcement of expectations across the senior team.

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)

Equity, access and excellence are the values that underpin assessment practice at Manurewa College and form the basis for self-review. The school wants to do things better for their students by using culturally responsive contexts, providing better opportunities and removing barriers. Currently change is also driven by achievement data, which the school strategically aims to improve.

Bring your own device policy introduced The school has implemented a bring your own device policy to provide students with digital opportunities in an affordable way, so that they don't fall behind and become disadvantaged. This initiative illustrates the school's ability to envision, action and review complex change impacting on the whole school community.

The programme is being introduced in stages to build both school and student capacity and ensure sustainability. It was introduced in 2017 at Year 9 and this year expanded to include Years 10 and 11. A key step in the school's plan was getting the support of their Decile 1 parent community, along with ensuring technical and financial feasibility. Feedback so far is very positive, with students feeling more confident with their digital fluency and passing this on to their families. It has also expanded the methods they are using to provide evidence for assessment.

Better use of achievement data being targeted This year the school has introduced the ASSAY tool to help students and teachers to better interrogate data and identify actions that will lift student achievement. The Principal's Nominee described this as a work in progress with teachers still learning both how to use it and what it can do. Previously, they used a statistical approach. While this identified internal and external variances, some staff could not interpret the data to develop effective actions that supported change.

Less is more approach to assessment opportunities The school is taking deliberate steps to rationalise assessment opportunities to ensure that for each student, every credit counts. In 2017, they communicated a "Less is More" approach to assessment for all Learning Areas. This included setting a maximum total of 20 credits for every course, with any number greater having to be negotiated with the Line Manager. Most Learning Areas have adopted this approach. One area sampled for this review has not yet, citing concern that students will not have enough credits. The summary achievement data available through the ASSAY tool will help to identify the accuracy of this view.

A school-wide target of students achieving 14 credits per course has also been set. The school is currently reviewing who should monitor the progress of students towards this 14 credit target and the roles of the Heads of Learning Areas, Kaitiaki and Whanau leaders in supporting the student where action is needed. Clarifying responsibilities for each of these roles will help define who is monitoring and following up on the different aspects of student achievement and progress.

An example developed by one Learning Area could form a useful model for others. They use a predictive tool to identify students at risk and monitor actions taken with updates reviewed at department meetings every two weeks. The Learning Area Head noted that this approach has helped teachers to take greater accountability for student achievement.

Review of curriculum and evidence gathering underway The school is also in the process of developing an integrated school curriculum for introduction in 2020. They plan that in 5 years teachers will be fully utilising the flexibility of the standards-based model by collecting assessment evidence “on the go” from project-based and/or deep learning. Steps towards realising this are underway with Health, Biology and English trialling an integrated assessment this year.

The school recognises that to successfully bring about these changes they need to build teachers capability. This includes helping teachers to confidently develop authentic assessment experiences that engage their Pasifika and Maori students while ensuring evidence collected can be valid, authentic and verifiable.

In preparation, the Principal's Nominee has set about ensuring greater consistency of assessment practice across the school with the aim of everyone sharing common language and understanding. Training of Line Managers is integral to this, given their close association and key role in building the knowledge, ability and confidence of Heads of Learning Areas.

Vocational Pathways model provides pathways The success of a Vocational Pathways programme tailored to student need is a school initiative that shows their ability to successfully develop, deliver and review alternative assessment paths. By building partnerships with the Manukau Institute of Technology and Ara (the Auckland Airport Jobs and skills hub) the school delivers qualifications programmes to a select group of around 250 students.

Integral to the programme's success has been adherence to the school's principle that curriculum must drive timetable, meaning that students on a Vocational Pathway have a purpose-built timetable on the days they are in school. This promotes continuity and their engagement. Originally aimed at providing a small student group with meaningful NCEA Level 2 qualifications, ongoing review of the model has seen it develop, improve and expand over the nine years since inception.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

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)

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

- providing a range of differentiation within and between courses to meet student need
- using the work and study skills literacy unit standard to help targeted students meet the NCEA Level 1 Literacy requirement
- applying for special assessment conditions for those identified with needs
- better preparing them for external assessment by providing more formalised practice examinations
- promoting the principle of assessing when ready.

Manurewa High School has effective processes and procedures for:

- managing missed and late assessment
- providing resubmission opportunities where student evidence is close to a grade boundary
- investigating student appeals of assessment decisions
- using the Grammarly platform to detect plagiarism by students
- ensuring evidence for derived grades is standard specific
- meeting the requirements of the *Privacy Act 1993*.

Focus on better identification of students eligible for Special Assessment Conditions The newly appointed Special Educational Needs Co-ordinator (SENCO) has been charged with improving processes to better identify students who may be eligible for Special Assessment Conditions. In 2017 applications were made for 27 students. However, the school has identified that based on the size of their student population, they would expect 60 to 70 students to be entitled to assistance. Assistance with testing provided by the Resource Teachers for Learning and Behaviour (RTLb) meant half of the applications made in 2017 were supported by school-based evidence. This removed the financial barrier of obtaining an independent professional report for families or the school.

Consider role of externally assessed standards in courses where student entry is not personalised The school is encouraged to review their policy that courses should have a quarter to a third of standards assessed externally. While the intent is to remove barriers and enable students to demonstrate their achievement, this is not evident from the achievement data. In 2017 for example, while twenty two percent of entries were in externally assessed standards, the rate of students achieving credit from these was significantly lower than the school's achievement in internals or national rates for externally assessed standards.

Providing greater individualisation of student entries in externals would better cater for student need. The Health Academy has adopted this approach, entering for

externals only those students who need credits to meet a qualification goal or follow a pathway. While it is too soon to evaluate the success of this change, it could provide a model on which to base a revised policy.

For consideration

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

- reviewing the policy that all courses should have a quarter to a third of standards externally assessed.

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)

Manurewa High School has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work, including verifiers external to the school
- using an *Internal Moderation Cover Sheet* which includes a pre-assessment and post-assessment checklist to document completion
- Heads of Learning Areas monitoring internal moderation across all courses
- Line Managers monitoring evidence of the internal moderation process with their Learning Areas
- introducing ASSAY to allow internal moderation to be recorded online and easily available for monitoring.

Manurewa High School has effective processes and procedures for managing external moderation by:

- selecting samples of student work randomly to NZQA requirements using the school's student management system
- expecting all Learning Areas to submit assessments through the External Moderation application in 2018, with 25 percent of evidence being provided digitally
- using support staff to help with the administration of the process
- ensuring samples of student work are provided by being adequately stored.

Strengthen monitoring of internal moderation for consistent assessment credibility and to build the confidence of Learning Area Leaders Monitoring of internal moderation should be strengthened to ensure that quality assurance practices realise the outcomes the school expects. Robust evidence-based view of internal moderation practice allows senior leaders to consistently identify areas of strength, along with improvement. Their recent history of lower external moderation outcomes shows that the school's current process is not consistently ensuring this. The ASSAY tool may help the monitoring process, as will training of Line Managers.

While all Learning Areas provided evidence of internal moderation, some lacked confidence when describing their practice. This was despite it exceeding school and NZQA requirements. The school should consider how they can support Heads of Learning Areas with further guidance and feedback on internal moderation. The professional enrichment that regular engagement with Line Managers provides could provide a useful model, as could more regular sharing of practice between Heads of Learning Areas.

Encourage strategic selection for verification While all Learning Areas sampled checked work at grade boundaries when verifying assessor judgements, most verify more samples of student work than this. There is no fixed, or predetermined number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

The Principal's Nominee supports the potential that strategic selection provides to reduce verifier workload without compromising the quality of the assurance process. Ensuring Line Managers discuss this with Heads of Learning Area, along with documenting what this looks like for staff, will support them to change teacher practice.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- strengthen the process for monitoring internal moderation to ensure it can consistently inform assessment quality.

For consideration

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

- providing further guidance to Heads of Learning Areas on quality assurance practices including strategic selection.

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)

Manurewa High School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - providing feedback to teachers on the percentage of internal results reported in the student management system
 - producing graphical representation of data for teachers to easily access and interpret, along with training and ongoing support
 - Heads of Learning Areas using annual achievement data to review courses, identify trends and report to the Board of Trustees on whether Learning Area and school-wide goals have been met
 - annually providing an achievement graph for every standard to support teacher reflection on how effective assessment has been
- **reports accurate achievement data by:**
 - students signing receipt of the grade after every assessment
 - sending datafiles to NZQA monthly
 - using a range of strategies to encourage students to access their NZQA Log-in to check that the result reported match the school's record.

New tool strengthens achievement processes The students interviewed are appreciative of the school's efforts to make sure they are on track towards their goals and their NCEA qualification. Conversations are ongoing through Whanau Group time and Akoranga Conferences that include caregivers. Kaitiaki are encouraged to use the new ASSAY tool to help engage with their students. Students are also encouraged to track their progress using their NZQA Log-in.

Further review of data timeliness planned The school plans in 2019 to review the timeliness of reporting entry and result data, given the effect this has on the accurate tracking of achievement progress and ensuring students have the opportunity to achieve a qualification. The Principal's Nominee noted that the focus on timely entry and reporting of results initiated in 2017 has had limited success. The nature of some courses makes it difficult for teachers to meet timelines where these are inflexible, or expectations for completion of the internal moderation process slows the return of work and reporting of results.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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))

Manurewa High School has effective processes and procedures for:

- ensuring students receive outlines for all course they undertake
- communicating assessment policy and procedure
- supporting teachers new to the school
- reviewing communications to ensure they are fit for purpose and current.

Manurewa High School assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes
- informing teachers about assessment best practice and providing opportunities to discuss changes
- knowing that students understand what they need to achieve to gain a qualification.

Developing culturally responsive communication with families The school encourages families to gain confidence in understanding the NCEA model of assessment by holding meetings during the year tailored to their cultural context: two for Maori Whanau, two for Pasifika Aiga, and one open to all. The Student Akoranga Conferences also help. This approach recognises that the school's community comprises 50 percent Pasifika, 25 percent Maori and a range of ethnicities for the remaining 25 percent.

The students interviewed for this review showed good understanding of both NCEA qualifications and their rights and responsibilities when being assessed.

Review of documentation ongoing The Principal's Nominee has reviewed the staff and student assessment booklets. Updates to both booklets are ongoing and published via the school's learning management system Schoology. He noted that staff referral to their edition is minimal and on a needs basis. This observation might usefully inform how the information is stored and presented in the future.

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.