

Managing National Assessment Report

Te Puke High School

October 2017

What this report is about

This report summarises NZQA's review of how effectively Te Puke 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 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, in combination with the most recent Education Review Office report 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 2017* (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
- *Te Puke High School Policies*
- *Te Puke High School Staff Assessment Handbook*
- *Assessment and Reporting Information and Guidelines for Senior Students and Parents* (student handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students, and Leaders of Learning for English, Languages, Physical Education and Health, and Science.

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

SUMMARY

Te Puke High School

19 October 2017

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

Te Puke High School has effective assessment and moderation processes in place to ensure credible assessment for national qualifications.

The school responds effectively to issues raised by external review and has fully addressed the action items from the 2013 Managing National Assessment review. Its own proactive review processes enable it to identify areas for on-going improvement of assessment and moderation practice to improve outcomes for students.

The school curriculum provides students with a range of assessment opportunities that can be tailored to their individual requirements and allow them to achieve their academic and vocational goals. Students at risk of not meeting their goals or completing a qualification are appropriately supported, as are those with special assessment conditions.

External moderation response procedures are robust, ensuring any issues identified are appropriately managed. Samples of student work, both physical and digital, are appropriately stored in case they are required for external moderation.

Accurate assessment data is regularly reported to NZQA. The school makes effective use of achievement data to set strategic goals, review programmes of learning and assessment practice, and to track student progress towards meeting qualification requirements.

Current and consistent assessment information is communicated to staff and students through a range of physical and online platforms. This has allowed them to gain a common understanding of NCEA and school expectations.

Areas for improvement

Staff have shifted their practice towards assessing students when they are ready. This is good assessment practice, but they must be aware that if a student does not submit work after having started an assessment and despite being provided with an adequate opportunity to do so, NZQA Rules require a Not Achieved grade to be awarded. Documenting this requirement in their handbook will ensure staff are informed about this expectation.

The school's internal moderation monitoring processes were not completed for all learning areas in 2016. The Principal's Nominee has worked to ensure that all learning areas will have been visited and their moderation and monitoring processes checked by the end of 2017. Some of these checks happened early in the year and so Senior Leaders cannot be fully confident that all results have been quality assured before the final data submission to NZQA. Having Leaders of Learning attest that all moderation processes have been completed before the submission would provide that assurance.

Agreed action

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

- ensure that when students submit no work for an assessment, despite being given an adequate assessment opportunity, a Not Achieved grade is reported
- ensure internal moderation monitoring is completed annually, to confirm that all reported results are credible.

Kay Wilson
Manager
School Quality Assurance and Liaison

8 February 2018

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

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

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 15 August 2013 Managing National Assessment Report The three action items from the 2013 review have been appropriately addressed. The school now:

- requires the use of an internal moderation cover sheet to record grade boundary decisions
- includes literacy and numeracy information in course assessment statements.

The school has investigated the reasons for the variance between national and school results in one Learning Area and taken appropriate action to resolve the issue.

Response to external moderation outcomes The Principal's Nominee has developed a robust external moderation response process where Leaders of Learning provide her with feedback on all external moderation reports for their learning areas where there has been less than 100 per cent agreement by the moderator. A form is available for this purpose, recording feedback on the outcomes of the moderation, issues identified by moderators and the action plans developed to manage these issues. The Principal's Nominee uses the form to monitor progress on the action plans, and provides staff with appropriate support, including attendance at available NZQA Best Practice Workshops.

Internal review

Evidence found that the school is effectively 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)

Senior Leaders and teachers proactively review the school's assessment and moderation processes and practice. Examples of where recent review has led to changes in assessment processes or practice include:

- trialling integrated NCEA courses that follow the inquiry-based model offered within the school's junior curriculum
- introducing a course for selected students which utilises Mathematics and Science assessments that contribute towards meeting NCEA numeracy requirements
- improving the accuracy of external entries by having students confirm the standards they intend to sit, consequently reducing the number of students not turning up to examinations
- reducing the number of unreported results by requiring staff to check their markbooks in the school's student management system, and remove entries for standards students had not been assessed against

- increasing the number of parents attending meetings on student progress through the introduction of small group conferences where parents, students and small group leaders meet twice yearly to discuss academic tracking, career aspirations, goal setting and support requirements.

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 found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

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

- providing a range of courses and assessment opportunities tailored to individual requirements by:
 - broadening the range of vocational assessment opportunities that can be offered by using external providers and extending the range of standards the school has consent to assess
 - providing differentiated and multi-level assessment within courses and where appropriate, assessing students when ready
 - allowing students in some courses to choose the context of their assessments
 - assessing students against the Work and Study Skills numeracy standards when they require additional support
 - allowing students to focus on the quality of their achievement by reducing the number of credits offered in courses
 - providing increased opportunities for digital assessment by supporting students to participate in NZQA digital trials and pilot examinations
- ensuring that when identified as requiring special assessment conditions:
 - appropriate applications, including some using school-based evidence, are made
 - staff are kept well informed of entitlements and appropriate assistance is available when requested
- identifying those at-risk of not achieving qualifications in terms two and three, and providing support and further assessment opportunities, where appropriate, during the school's practice external examinations
- providing academic mentoring and support co-ordinated by the Academic Advisors.

Te Puke High School has effective processes and procedures for:

- assisting students to present authentic work by using a range of strategies during the assessment and marking processes
- managing missed and late assessments, further assessment opportunities and resubmissions, and student appeals of assessment decisions
- investigating and resolving potential breaches of assessment rules
- collecting credible evidence of student achievement for derived grade applications
- meeting the requirements of the *Privacy Act 1993* and *Copyright Act 1994* when providing students with their results and using their work as exemplars.

Reporting Not Achieved grades *Assessment Rule 6.7.g* requires that where students do not avail themselves of an assessment opportunity, a Not Achieved grade must be reported. In one of the learning areas visited, teacher practice for assessing students when ready results in grades only being awarded when students submit their work for an assessment. Because of this, when a student who has started an assessment and been given an adequate assessment opportunity fails to submit work, no grade is awarded. This practice does not meet NZQA requirements. Senior Leadership has agreed to ensure that Not Achieved grades will be appropriately reported. Clearly documenting this requirement in the staff handbook will provide staff with appropriate guidance and assist with improving their understanding.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure that when students submit no work for an assessment, despite being given an adequate assessment opportunity, a Not Achieved grade is reported.

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

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

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

- having all assessment materials critiqued prior to use to ensure they are fit for purpose and provide students with the opportunity to present evidence at all grades
- teachers using exemplars and standard clarifications to inform their grade judgements during marking
- using subject specialists to verify a purposefully selected sample of student work
- staff documenting the steps of their moderation processes on an *Internal Moderation Cover Sheet*.

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

- using a method to randomly select samples of student work for external moderation that meets NZQA requirements
- ensuring material for all standards is adequately stored so that it is available if requested for external moderation
- providing staff with appropriate access to the NZQA External Moderation Application so they can assist with the submission process and/or view completed reports
- ensuring staff respond effectively to external moderation outcomes.

Develop staff understanding of verification sufficiency Interviews with staff indicated that in some Learning Areas more samples are selected for verification than would be needed for sufficiency. There is no fixed, or predetermined, number of pieces of student work that must be verified. The number selected will be determined by factors such as the number of students assessed, the availability of good quality grade boundary exemplars, and assessor experience.

The school should consider providing documented guidance on what constitutes best practice for selecting samples of student work for verification. This will assist staff to develop their understanding of sufficiency and improve their practice. It also has the potential to reduce verifier workload, without compromising the quality of the assurance process.

Strengthen monitoring of internal moderation At the time of this visit the school's 2017 audit of Learning Area assessment and moderation processes has not been completed. The Principal's Nominee, who took on the role at the beginning of 2017, noted that not all Learning Areas had their processes reviewed in 2016. Therefore, there is the possibility that some areas may not have been checked within the last two years.

The school is aware of that it did not meet NZQA monitoring requirements in 2016 (*Assessment Rule 6.4c*), and will ensure that it does so this year. The Principal's Nominee has been visiting learning areas to check on their assessment practice and the processes Leaders of Learning have for monitoring the completion of internal moderation. Because these checks happen throughout the year, Senior Leaders cannot be confident that all results have been quality assured before they are reported to NZQA in the end-of-year file submission (*Assessment Rule 5.6b*). An attestation from each Leader of Learning prior to the 1 December data file submission could provide this assurance.

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:

- ensure internal moderation monitoring is completed annually, to confirm that all reported results are credible.

For consideration

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

- providing staff with guidance on what constitutes best verification practice around sufficiency of sampling to help improve practice and reduce workload.

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

Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Te Puke High School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - using longitudinal and comparative analysis of achievement data to set teacher professional learning plans, department and school-wide strategic goals including those for Māori student achievement
 - teachers analysing previous years' achievement data to inform their pedagogical practice, course or programme design and to improve student learning and achievement
 - effectively supporting students to set academic goals and track their NCEA progress.
- **reports accurate achievement data by:**
 - frequent and timely reporting of results to NZQA
 - checking for, and correcting, errors shown up by the Key Indicators and data file submission reports from NZQA
 - having students sign-off on the accuracy of their internal results
 - encouraging students to register for their Learner login and use this, and the online portal to the school's student management system, to check the accuracy of their reported results
 - only reporting results for standards the school has consent for, or against the correct provider codes of outside providers with whom the school holds current memoranda of understanding.

Develop processes to assist staff resolve significant variances between internal and external results Despite being an issue in the past, staff are not presently expected to identify significant variance between internal and external results. The school should consider how they can assist teachers to check for sizeable variations. This would allow them to consider possible causes and ways to resolve these variances before they start their next programme of assessment.

Provide students with information on why they should register to use their Learner login Although the school continues to encourage students to use their Learner login to check the accuracy of their entries and results, the rate of registration has slowly declined over the last four years. The three students interviewed use the school's own online portal to check their results. They were not aware that without access through their login, they cannot order qualification documents, request reviews or reconsiderations of externally assessed examination papers, or be sure that their results have been accurately reported to NZQA. Given this information, they all indicated they would register, or reactivate their registration.

It is recommended that the school provide students with information on why it is important to register for their Learner login, as it might encourage greater engagement with the process.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- assisting staff to identify and resolve significant variation between internal and external results
- providing students with information on why they should register to use their Learner login.

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

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Te Puke High School has effective processes and procedures for:

- ensuring students receive detailed assessment statements for all courses they undertake
- providing staff new to the school with an induction process so they understand the school's assessment processes
- communicating appropriate assessment policies and procedures to the various sectors of the school community through a range of physical and online platforms.

Te Puke High School assists common understanding of assessment practice by:

- providing staff and students with current and consistent information on the school's assessment policies and processes
- informing teachers about assessment best practice and providing opportunities to discuss changes in school or NZQA requirements at staff and learning area meetings
- making information on NCEA and assessment processes available at the small group conferences held between teachers, students and parents.
- ensuring staff are aware of the school's assessment expectations of students by providing them with a copy of the student assessment information
- the Principal's Nominee holding meetings with groups of students to brief them about specific assessment processes and procedures, such as pre-external examination assemblies to discuss examination rules and the derived grade process
- sharing all NZQA communications with staff, while directing specific information to those most affected.

Consider making the student handbook available to parents While the title of student handbook suggests it is also for parents, they cannot access it directly. Students can access the information through a shared folder on the school's Google Drive, and are provided with a hard copy of the handbook. Parents would find much of the information useful and the school could consider giving them direct access to it.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- sharing the student handbook on the school website.