

Managing National Assessment Report

**Ngaruawahia High
School**

June 2024

FINDINGS OF THIS REVIEW

Ngaruawahia High School

12 June 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.

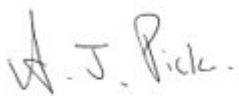
No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

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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22 July 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 11 October 2023 Managing National Assessment Report

This report outlined three significant issues that the school needed to address to meet the requirements of its *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*. The three issues have been addressed.

- Ngaruawahia High School now has effective processes for monitoring internal moderation. There is clear evidence that results for all internal standards have been subject to quality assurance before results are reported to NZQA.
- The school has clearly documented processes that comply with external moderation requirements. All issues identified from the 2023 external moderation reports have been addressed. The Principal and Principal's Nominee have worked closely with staff to enhance school assessment leadership, ownership, and capability, ensuring that external recommendations are effectively implemented.
- School assessment procedures have been updated. Staff and students now have a useful resource that clearly explains the school's and NZQA policies and procedures.

Ngaruawahia High School has also effectively addressed the following action items.

- Resubmission rules are understood by staff and students.
- Quality assured practice external grades are reported to NZQA for use as derived grades.

Each of the improvements above are well understood by staff and students and they are meaningfully engaged with quality assurance systems. Staff and students interviewed as part of this review provided evidence and demonstrated their comprehension of the processes. Additionally, it was evident that staff recognised the necessity of these processes to ensure equitable assessment and outcomes for all students.

External moderation response to outcomes and processes

Since the last Managing National Assessment Review, the procedures for submitting external moderation, implementing action plans and following up on their effectiveness have all been updated and thoroughly documented. This clear and comprehensive process, led by a Principal's Nominee and senior leadership team who are committed to making a positive difference to quality assurance, will contribute to upholding the credibility of results reported to NZQA by the school.

Ongoing issues previously identified by external moderators for some subject areas have been addressed. Some departments have resolved these issues through the internal moderation process, ensuring work is properly reviewed and stored. Other departments have accessed Pūtake, and/or collaborated with subject experts from other schools to improve teachers' understanding of the standard and their assessor judgements.

Exam centre quality assurance check The 2023 Quality Assurance report of the Ngaruawahia High School examination centre, sent to the school, identified that the action items from 2022 had been resolved and the examination centre is now compliant.

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)

The school has a strong focus on review and continuous improvement to best meet the needs of its students. Effective leadership has fostered a supportive and inclusive learning environment that supports teachers to take ownership of credible assessment and moderation practice. Student engagement and academic achievement has been prioritised and this is reflected in its increasing roll and attendance.

Analysis of programmes by all staff ensures a responsive and inclusive curriculum A key aspect of the school's approach has been to create a responsive timetable that suits the needs of its students. A termly cross-subject project has been initiated with wai being the focus in term one and tangata in term two. This forms the basis of a localised curriculum, ensuring that assessments are meaningful and connected to students' cultural and local contexts. Kapa haka is compulsory for all students once a week and te reo Māori is a required subject for all junior students. Additionally, students can choose to sign up for a weekly passion project lesson, offering a variety of activities ranging from leadership opportunities to yoga and mindfulness.

The introduction of History, which two of the three students cited as their preferred subject, allows them to learn about worldwide historical events that had a significant impact within Ngaruawahia. This approach ensures that assessments are culturally relevant and engaging for students.

Implementing NCEA co-requisite requirements The school has observed improved student engagement in assessing the dedicated co-requisite unit standards from 2023. Students and teachers were well supported in preparing for the first 2024 assessment opportunity. Professional learning opportunities on integrating literacy and numeracy into daily teaching and learning have been held for all teachers. As a result, Ngaruawahia High School is now more confident in delivering Level 1 external digital standards at the end of the year.

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)

Comprehensive tracking and monitoring of student achievement The school uses achievement data to monitor student progress and offers necessary support for students to accomplish their academic goals and attain qualifications. School-wide recognition of the importance of timely assessment verification enables up-to-date tracking of student progress. Staff teaching senior students identify students who may be at risk of not completing or achieving their assessments. If required students

have their assessment programmes adjusted to align with their specific needs, with parents and whānau involved in these decisions.

Mentoring enhances student focus and engagement Academic mentoring for all senior students occurs weekly. Students set and reflect on their SMART goals, track their progress through the school's student management system and keep abreast of NZQA qualifications and NCEA processes. Students felt having time specifically for monitoring their achievement and reflecting on what was going well for them was worthwhile and helped keep them focused.

Learning opportunities that extend beyond the classroom Ngaruawahia High School enhances student assessment and achievement by providing valuable real-world experiences, contributing to both academic and vocational success. The school has invested in Career Navigator, a ready-for-work programme designed around career mentoring, experiential workshops and career pathway events. Currently, ten students can participate, one of whom was interviewed as part of this report. The two other students interviewed felt this was a valuable opportunity and would like to have the chance to discover options and guidance around work and life choices.

For the past three years, the school has hosted a community Matariki event, which draws on the skills of its students and staff. The event serves as a platform for students to apply classroom learning in real-world contexts, develop essential skills, and foster meaningful connections with their community. For example, business students are given the opportunity to plan, prepare and sell products. Products have ranged from running food stalls to selling jewellery and honey. Student performances and displays of their artwork are also showcased and the event is well supported by the Ngaruawahia community.

Building a community of learning through the Kāhui Ako The Kāhui Ako initiative demonstrates effectiveness in building a cohesive community of learning. In partnership with local primary and early childhood centres, students' pathways are supported with teachers from across all three sectors meeting termly. Staff combine to hear from motivational speakers and each other, allowing them to draw on each other's skills, knowledge and experience. Consistent practices across the sector, such as in literacy are being explored. Children and young people's pathways are supported by fostering collaboration and sharing teacher capability and expertise, enhancing their transitions through the education system.

Internal moderation to ensure the reporting of credible results to support students

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)

Robust processes and monitoring of internal moderation Senior leaders can now be confident that all standards with results reported to NZQA have been subject to quality assurance. The Principal's Nominee has this year begun to effectively oversee internal moderation. Her thorough processes play a vital role in quality assurance that maintains the credibility of results reported to NZQA. Department meetings relating to moderation are attended by the Principal's Nominee and she has oversight of each step of the moderation process. This evaluation ensures transparency in the completion and effectiveness of moderation, contributing to

maintaining a high standard of moderation practices within the school. All staff were able to articulate the purpose of moderation clearly, and all had engaged with assessors from other schools to collaborate and incorporate best practices into their own teaching practice.

While the Principal's Nominee and senior leadership team are committed to this approach, as practices become embedded it may be that conducting biannual or annual audits for some departments is sufficient in ensuring quality assured results are reported to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Ngaruawahia 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
- 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 support for students at risk of not achieving literacy and numeracy or their qualification goals

Ngaruawahia 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

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

- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- 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.

Ngaruawahia 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

Ngaruawahia 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.

Ngaruawahia 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

Effective communication to inform staff, and students and their families about assessment

Ngaruawahia 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.

Ngaruawahia 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 Ngaruawahia 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 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
- Assessment Procedures for NCEA 2024, Teacher Handbook
- Assessment Procedures for NCEA 2024, Student Handbook
- Board of Trustees Curriculum and Assessment Policy.

The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- Deputy Principal
- Leaders of Learning for:
 - Arts
 - English
 - Mathematics
 - Physical education and Health
 - Science
 - Social Sciences
 - Technology
 - Te Reo Maaori
- three students.

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