

# Managing National Assessment Report

## Melville High School

October 2022

# FINDINGS OF THIS REVIEW

## Melville High School

21 October 2022

### 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 2021*.

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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

### Actions and considerations

#### Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>Credible assessment practice to meet student / ākongā needs</b>	
Ensure results are reported for all entries and if an adequate assessment opportunity is not provided the entry is withdrawn.	In the 2022 final data submission file
Reinforce with all teachers that resubmission can only be offered at the achieved level.	Immediate and continually
Update documentation to include: <ul style="list-style-type: none"><li>the provision that all samples of student work must remain private unless the student gives permission for their use</li><li>standard specific evidence for the reporting of derived grades must be subject to a verification or justification process.</li></ul>	For the start of the 2023 academic year

Action	Timeframe
<b>Internal moderation to ensure the reporting of credible results</b>	
Strengthen the monitoring of the internal moderation process by the Principal's Nominee documenting outcomes of their check and ensuring that it has been completed for all standards where results are reported.	Complete for those standards with results reported in 2022, and continue in future years

### For consideration

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

- encourage students to use their Learner Login to access their record of achievement and NZQA digital external examination processes.



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12 December 2022

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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 9 June 2017 Managing National Assessment Report** Three of the four agreed items from the previous report have been actioned. Samples of student work for internal moderation are now purposefully selected.

Documentation was updated and the random selection of samples of student work for external moderation is no longer a requirement under the new external moderation guidelines introduced in 2022.

Establishing a process to reduce the number of results not reported for internal entries has not been fully addressed as discussed in the report.

**External moderation processes and response to outcomes** The school's processes for responding to external moderation outcomes assures assessment quality. Leaders of Curriculum (LOC) are required to develop action plans using a variety of strategies to address inconsistent outcomes, with their completion monitored by the Principal's Nominee. Moderators report that there is a high level of consistency between assessors and the standards assessed.

### 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 effectiveness of the school's self-review processes has developed since the last review due to more focused management, the expectation of middle leaders to take ownership of credible assessment practice and consequent increased teacher capability. Continuous improvement in assessment practice and meeting student / ākonga needs is evident in the improvements in achievement at all NCEA levels for all students / ākonga over the last five years, confirming that internal review is fit-for-purpose.

**Robust tracking and monitoring processes** The school has developed robust tracking and monitoring processes to measure the engagement of all students / ākonga in assessment opportunities, and identify and manage students at risk of not completing a qualification.

Students / ākonga are assigned a mentor teacher as part of the Academic Counselling Programme (ACP) who they meet with weekly to discuss progress, set goals and ensure they understand the requirements of the qualification and assessment processes and practices. Aggregated data is used to monitor the progress of all students / ākonga at the individual, cohort and school level, informing suitable intervention by subject teachers, Deans, LOCs and Counsellors. The ACP mentor also engages with caregivers in a three-way conference with direct input from the student / ākonga and regular direct reporting to subject teachers and parents. Students / ākonga interviewed for the review stated they felt supported by the mentor teachers, and that this support helped them to engage in assessment opportunities,

establish realistic goals and understand how the flexibility of the qualification could support their career aspirations.

**Meeting student needs** The school has reviewed a number of assessment practices to support students / ākonga to further engage in assessment opportunities, to meet their qualification and career goals.

As a strategic goal the school is focusing on culturally responsive practices to engage and support ākonga achievement. Māori account for fifty percent of the NCEA cohort. This initiative is based on Tikanga, Te Reo Māori, Mātauranga Māori and Ako, the Māori way of doing, saying, knowing and learning, applied to content delivery and assessment practice. The aim is to use the cultural context of delivery to engage ākonga to complete qualifications. The success of this initiative is evident in the significant improvement in Māori student achievement between 2017 and 2021 at all NCEA levels.

All students / ākonga benefit from the flexibility of course design where each student / ākonga in a subject chooses the standards they want to be assessed against, depending on their ability, interest, motivation and aspirations. Within cohorts' students / ākonga are effectively on an Individual Learning Plan supported and facilitated by their Academic Counselling Programme mentor. This use of the flexibility of the NCEA model means that each student / ākonga can set achievable goals and manage assessment opportunities based on their capacity to meet deadlines.

As a response to the introduction of the Literacy and Numeracy co-requisites for the changed NCEA qualification, the school is investigating developing specific literacy and numeracy courses to address the low level of literacy and numeracy competency exhibited by students / ākonga when they enrol in the school in Year 9. The intent is to support students / ākonga to develop the skills and knowledge to meet the co-requisite requirement of the qualification.

**Leadership by Middle Management** To address high staff turnover and the resulting employment of new teachers, the school has been focusing on developing the assessment leadership and capability of middle managers.

The high staff turnover is a consequence of the decision to close the school at the end of 2023 and create a new school based on the merger of the high school and the contributing intermediate school.

A number of experienced teachers have sought other employment which has meant the school is faced with a shortage of subject specialists and has employed an increasing number of teachers that are new to NCEA. To address this issue all LOCs are required to take an active role in inducting new teachers to understand and implement credible assessment practice. The Board of Trustees has contributed resources to support this initiative which has led to the maintenance of consistent assessment practice school wide.

## Credible assessment practice to meet student / ākonga needs

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)*

The school's effective assessment practices ensure credible, consistent school-wide assessment. Teachers interviewed for the review were aware of the expectations set by senior management and LOCs. Students / ākonga confidently answered questions about authenticity requirements, meeting deadlines, and understood the requirements for gaining endorsements and University Entrance and completing qualifications. However as outlined in the report, the school has yet to update and strengthen some of its assessment processes.

**Reinforce new resubmissions requirements** School documentation needs to be updated to state that resubmission can only be applied at the not achieved / achieved grade boundary and understanding reinforced by publishing the resubmission myth buster for all teachers. The changed resubmission rules are not documented in the teacher's handbook.

One student / ākonga indicated that a teacher had recently offered them the opportunity to move from a merit to excellence grade by resubmission of an assessment. This practice does not meet NZQA's requirements.

**Results not reported for all entries** As detailed in the previous review, the number of results not reported remains high. The Principal's Nominee explained that this pattern of data reporting was because students / ākonga were entered for all standards in a course but were only assessed if they were ready. However, to ensure the accuracy of student / ākonga tracking and achievement, outcomes should only be reported if a student / ākonga has had an adequate assessment opportunity or the entry withdrawn. If that is not the case, remaining entries without a result should be withdrawn by the final data file submission of the year.

**Update documentation to clarify assessment practice** The teacher's handbook needs to be updated to ensure consistent understanding of:

- the requirement that samples of student / ākonga work should remain private unless the student / ākonga provides permission for it to be shared or published, and
- standard specific evidence used to report a derived grade must be subject to a verification or justification process. Robust quality assurance for evidence that could be used as a derived grade is required.

**Use of the student Learner Login** The use of the Learner Login by students / ākonga to access their achievement progress is low as students / ākonga use the school's student management system for this purpose. Using their Learner Login on the NZQA website enables students / ākonga to check the accuracy of their entries and the results reported to NZQA, order copies of their qualification certificates, request reviews or reconsiderations of external examination papers and print an official copy of their Record of Achievement and to engage in Digital External assessment.

**Communication of NCEA Information to Students / Ākonga** The school communicates NCEA information, including requirements to meet qualifications, to students / ākonga through mentor teachers who meet with each student /ākonga on a weekly basis as part of the Academic Counselling Programme. They find that the students / ākonga are more receptive to a need-to-know approach and one to one communication. Assemblies, Parent Teacher meetings and Deans meeting are also used as an opportunity to communicate information. The school's processes to support and inform student / ākonga of assessment rules and the requirements to gain qualifications are effective.

## **Internal moderation to ensure the reporting of credible results**

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

To strengthen the internal moderation process, the Principal's Nominee needs to document and check that all LOCs have ensured that a grade verification process has been completed for all standards where results are reported.

Currently the LOCs check that each teacher in their Learning Area has critiqued tasks and verified purposefully selected samples of student work which is documented on an *Internal Moderation Cover Sheet* stored on a shared digital drive. The Principal's Nominee then identifies any issues and confirms that for each standard this process has been completed before results are reported. To strengthen the process this final confirmation by the Principal's Nominee needs to be documented to ensure concerns are resolved and the school is confident that all results reported are credible.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students / ākongā

**Melville High School has effective processes and procedures for meeting the assessment needs of their students / ākongā by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment
- identifying and providing support for students / ākongā at risk of not achieving literacy and numeracy or their qualification goals.

**Melville High School has effective processes and procedures for:**

- managing missed or late assessment
- managing further assessment opportunities
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- safeguarding student / ākongā privacy in the issuing of student / ākongā results.

## Effective internal and external moderation to assure assessment quality

**Melville 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 / ākongā work
- using grade verifiers from outside the school.

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

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā 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**

**Melville High School effectively uses assessment-related data to support achievement outcomes for students / ākongā by:**

- monitoring and tracking student / ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Melville 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 / ākongā and teacher / kaiako checks of entries and results at key times during the year
- ensuring low levels of late external entries
- 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 / ākonga and their families / whānau about assessment**

**Melville High School has effective processes and procedures for:**

- ensuring students / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff
- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākonga success, such as the holding of parent gatherings.

**Melville 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 / ākonga
- informing students/ ākonga about suitable learning pathways
- supporting students / ākonga 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 Melville 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 / ākonga 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 2021* (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 2022* (Assessment Rules).

### 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
- *Teacher / Kaiako Handbook, Curriculum Assessment and Reporting, 2022* (Staff Handbook)
- *Samples of Course outlines.*

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Curriculum
  - Gateway
  - Mathematics
  - Physical Education
  - Visual Arts
  - Te Reo Māori
  - Technology
- three students / ākonga.

There was a report-back session with the 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.

## Background

Melville High School will close at the end of 2023 and a new school will be created from the amalgamation of Melville High School and Melville Intermediate School on the Melville High School site. There has been a high turnover of staff as teachers seek other permanent employment. As a result, the school has had to employ a number of inexperienced new teachers and in some areas lack subject specialists. This has compromised the delivery of some of their NCEA courses. Coupled with COVID disruption this situation has also adversely affected staff morale.