

Managing National Assessment Report

Opunake High School

August 2023

FINDINGS OF THIS REVIEW

Opunake High School

31 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.

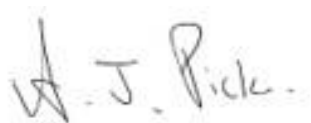
As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions

No action required

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



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9 October 2023

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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 16 October 2018 Managing National Assessment Report

Opunake High School has addressed the action items identified in the previous review. Current systems ensure that all results, including those eligible for use as derived grades, reported to NZQA have been subject to quality assurance processes. Appropriate assessment practices are being applied for resubmission opportunities and for reporting grades of Not Achieved. The school has revised its staff handbook to reflect the desired practices.

External moderation response to outcomes and processes The Principal's Nominee reviews each external moderation report and discusses with faculty leaders concerns that have been identified. Teachers engage in self-reflection based on moderation feedback, as well as the outcomes of queries and appeals, to assist with their understanding of the standard and to inform changes to assessment tasks and grade decisions. Each faculty undertakes actions to resolve identified issues. The Principal's Nominee monitors the completion of these actions and alongside senior leaders continues to evaluate the impact of these changes for anticipated improvement.

During this review teachers clearly expressed the purpose of moderation, which is to ensure that assessment decisions align with the national standard. They also displayed a commitment to improving their moderation practices. To achieve this, the school supports teachers with professional learning opportunities to increase teacher confidence when making assessor judgements, including the use of Pūtake, and networking with colleagues in other schools.

Quality assurance check of the examination centre The 2022 Quality Assurance Check of the school's exam centre identified that it is compliant.

Te Ara Huarau | School Profile Report has a Literacy focus The January 2023 report identified Opunake High School as having a clear strategy that is intent on improving literacy schoolwide. Both Literacy and Numeracy outcomes for students have been above the national results for at least the past 5 years and it remains a focus for staff moving forward.

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 places strong emphasis on self-reflection and continuous improvement to meet the needs of students. Effective data tracking and fostering positive student-staff relationships are integral in raising student engagement and achievement in qualifications. Understanding the interests, career aspirations and qualification goals of all students, enables the school to offer personalised learning pathways which are central to successful student outcomes.

The Principal's Nominee effectively leads and shares the responsibility for NCEA assessment practices with staff and students. He regularly conducts reviews of

school procedures and manages changes in response to improving existing practices.

Responsive course design and pathways tailored to student needs During the review, students expressed their appreciation for the varied learning and assessment opportunities available to them. They also recognised the approachability and responsiveness of their teachers in helping them achieve their academic goals.

Opunake High School is committed to providing flexible and meaningful learning and assessment pathways for each student. The school's responsive approach ensures all courses are reviewed annually, and student feedback is an important aspect of this review cycle. The school provides a diverse array of academic and vocational pathways, including the use of tertiary providers, onsite projects, such as the popular Tiny Homes course, and work experience opportunities. Demonstrating the breadth of opportunities offered is that approximately 20 percent of results reported come from external providers.

Preparation for the delivery of the NCEA Change Programme The school has engaged in the changes required for the implementation of the NCEA Change package. The school has assessed students in the Te Reo Matatini me te Pāngarau | Literacy and Numeracy corequisite over the past two years. This involvement has allowed students to gain familiarity with digital external assessments and teachers to build confidence in running assessments on the NZQA digital platform.

Manaakitanga time supports student engagement To strengthen the school's mentoring program and improve student engagement and achievement, Manaakitanga Time has been established. This designated time allows key messages to be reinforced, provide support and guidance for students, and enables further targeted intervention, such as exploring alternative pathways of study which may lead to adjustments in the students' timetable. Providing this structure and focus, is essential for effective teaching and learning to take place, and can lead to better time management, improved study habits and higher levels of achievement.

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)

Support for students to achieve Kaimanaaki regularly discuss with students their progress towards qualifications. Students who are identified as at-risk, based on effective data tracking, receive support from teachers, mentors, and senior leaders. Where barriers to learning are identified, strategies such as whanau involvement, alternative teaching approaches and partnerships with external providers are developed across subject areas to engage students in learning and assessment. To cater to individual student needs, teachers evaluate their specific learning and assessment needs, which may lead to adjustments in course content, standards and assessment tasks and contexts. Students are assessed when ready and parents are regularly informed of their child's progress.

Robust derived grade quality assurance processes The school has robust processes to ensure reported grades for all external standards have been quality assured. As part of the biannual audit of departments, processes are checked for

consistency. The school intends to use the derived grade profile report as part of their review process to further check the validity and credibility of grades and to inform changes required to quality assurance processes. These processes ensure students will receive a result that accurately reflects their ability, knowledge, and understanding should a derived grade be required.

Heads of faculty interviewed described using appropriate material and assessment conditions to generate documented evidence that may be used for a derived grade. Senior leaders can be confident that reported external grades are based on valid, standard specific evidence and decisions are consistent with the standard.

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)

Robust processes and monitoring of internal moderation The Principal's Nominee has effective quality assurance processes for monitoring internal moderation. Faculties take responsibility for monitoring the completion of internal moderation with many departments moving to an online process. The Principal's Nominee conducts biannual audits of faculty moderation processes, which include the completion of each moderation step, the storage of student work, the adequacy and purposefulness of the *Internal Moderation Cover Sheet* and the quality of verifier judgement statements. Any identified procedural gaps then form the basis of discussions either at a department or whole school level. This ensures transparency in the completion of moderation, its effectiveness, and the resolution of identified issues. These factors collectively contribute to maintaining a high standard of moderation practice within the school.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Opunake 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
- 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 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.

Opunake 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

Opunake 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.

Opunake 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

Opunake 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.

Opunake 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

Opunake High School has effective processes and procedures for:

- 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.

Opunake 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 Opunake 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
- Assessment and Evaluation Procedures 2023 (Staff Handbook)
- Opunake High School, NCEA Assessment procedures and Guidelines for Students 2023.(Student Handbook)
- Curriculum and Student Achievement Policy

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - Gateway
 - Mathematics
 - Social Studies
 - Student Support
 - Visual Art
- Co-Head of Faculty for:
 - Science
- three students.

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