

Managing National Assessment Report

Lytton High School

August 2024

FINDINGS OF THIS REVIEW

Lytton High School

13-14 August, 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2023.

Actions and considerations

Agreed actions

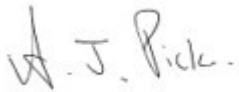
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are to:

Action	Timeframe
External and internal review	
Develop a data driven system of self-review and evaluate effectiveness of actions taken to improve the quality of achievement outcomes.	In progress, continue to strengthen
Strengthen external moderation follow up and evaluate the effectiveness of actions taken to resolve patterns of inconsistency.	Following the annual moderation round
Credible assessment practice to meet student needs	
Ensure staff and student NCEA handbooks are current and mirror NZQA's terminology and requirements.	Immediate and ongoing
Strengthen the process to withdraw internal entries with no result prior to 1 December.	Annually
Develop a process to ensure potential derived grades are quality assured and sent to NZQA in a datafile prior to the examination period.	Annually
Internal moderation to ensure the reporting of credible results	
Create a process for senior management to monitor the completion of internal moderation before a result is reported.	Immediate and ongoing

For consideration

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

- reviewing the balance of internal and external assessment in existing courses to best meet the needs of all students
- strengthening processes for tracking student achievement for NCEA qualifications, awards and endorsements
- collecting and storing documentation needed to inform assessor grade judgements prior to assessment, as discussed in the body of this report
- use the Query or Appeal function in the external moderation application to clarify understanding of the standard and its grade boundaries
- ensuring all teachers have access to NZQA's Learning Management System, Pūtake and provide guidance on how this platform can support their assessment practice.



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21 October 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 25 July 2019 Managing National Assessment Report Despite very good progress having been made concerning the revision of the staff and student NCEA handbooks, outdated information regarding the selection process of student work for external moderation needs immediate updating and to be shared with all staff.

The school is yet to strengthen the process for withdrawing internal entries with no result prior to 1 December. During the 2024 review, the Principal's Nominee identified an action to resolve this issue. The School Relationship Manager will monitor and evaluate the effectiveness of the solution in subsequent Quality Assurance visits.

External moderation response to outcomes and processes Since the 2019 MNA review, the school's quality assurance processes and procedures have delivered variable assessment quality with a pattern of longitudinal inconsistency in a few subject areas, including a significant number of Materials Not Received reports. However, from 2022 to 2023 the level of consistency improved significantly as the Principal's Nominee and Heads of Faculty worked together to strengthen the monitoring of internal moderation, including the adoption of the moderation tool in the Student Management System.

Notwithstanding the influence of external factors such as, the COVID 19 pandemic, the disruption caused by Cyclone Gabrielle and staffing issues in some of the affected subject areas, external moderation reports commonly point to the need for assessors, and verifiers to access more of the assessor supports available to them through:

- NZQA's Learning Management System, *Pūtake*, and
- the internal standard clarifications and National Moderators' reports, and
- the exemplars published on the relevant subject resources page of the NZQA website.

More robust pre-moderation critiquing steps will improve the likelihood that results reported are accurate and consistent with the listed standard. Where there is an ongoing disagreement between the school's and NZQA's grade judgements, the school is encouraged to use the Query or Appeal function in the external moderation application to clarify understanding.

There was a lack of understanding among those interviewed as to NZQA's selection requirements for external moderation. The staff handbook was not up to date on this point, so some clarification and revision is required to prevent Heads of Faculty from sending "random" samples of student work. NZQA's external moderation requirements were shared with schools in the external moderation circular sent earlier this year. The staff handbook needs to be updated at least once annually to ensure it is current, matches NZQA's terminology and reflects recent changes to the qualification, assessment practice and moderation requirements. The school has effective processes for ensuring the student handbook is sent to all students and whānau and also available on its website.

External moderation follow up is shared by the Heads of Faculty and the Principal's Nominee. Action plans and professional learning are shared by the HOF with their faculty members. However, it is the Principal's Nominee's responsibility to manage and monitor this process to ensure practice is credible and consistent across all faculties. She needs to evaluate the effectiveness of actions taken to resolve patterns of inconsistency and report on this at NZQA's next Quality Assurance check.

In 2023, the school's level of consistency improved significantly and this upward trajectory can be sustained by ensuring all materials requested are sent for external moderation and that the monitoring of internal moderation is more robust as specified in the body of this report.

Quality assurance check of the examination centre As a result of the 2022 Examination Centre quality assurance check, the school was found to be fully 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)

Lytton High School is using its own processes of self-review based on an improving use of data analysis and staff/student/community voice to review programmes and implement changes designed to reduce barriers to success for all students. This includes using diagnostic data more effectively in the junior school to evaluate literacy/numeracy progressions and using predictive data to evaluate student progress toward NCEA qualifications and awards. A strengthened data driven system of self-review will enable the school to evaluate the effectiveness of actions taken to improve the quality of achievement outcomes.

The school leadership is currently reviewing its strategic plan to ensure that the new iteration better reflects the Te Ao Māori worldview of its current student population and to ensure that the school's strategic goals and direction better prepare students for successful participation in a future world. The school review involved the participation of whānau of students "at risk" of not gaining a qualification, to better capture the barriers for these students and to work collaboratively to find more effective solutions. The revised strategic plan, supported by more effective data analysis at all levels, will enable a more strategic alignment of purpose and actions.

The school's achievement outcomes reflect the results of a high number of priority students, who cannot or do not, participate fully in the school's NCEA assessment programmes. In 2024, approximately 25% of Level 1 students belong in this category and include those enrolled in the supported learning unit, Kia Manawanui and those in the Teen Parent and Alternative Education units. To engage students working well below curriculum level 5, the school is offering the New Zealand Certificate in Foundation Skills and other similar non-NCEA qualifications for its supported learners. The school context combined with lower attendance rates in the aftermath of Cyclone Gabrielle, negatively impacted the school's 2023 achievement outcomes. The school has identified some steps it will take in order to meet its annual achievement targets in 2024, including:

- identifying those 'at risk' of not achieving Level 1 NCEA through the collection of more nuanced data in the junior school
- enabling students and whānau to track student progress by improving the transparency of student achievement data
- prioritising courses with low pass rates with extra support and resourcing, and ensuring courses offer a minimum of 15 credits
- carrying out more regular milestone checks in subjects with high credit value standards and having Heads of Faculty and the Deputy Principal - Curriculum monitor progress through more targeted tracking.

The schools' focus moving forward is on lifting overall achievement and raising the number of endorsements, with a particular focus on improving Māori achievement outcomes.

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)

Flexibility for semesterised or year-long courses Heads of Faculty are able to change the design of their programmes to best fit the needs, interests and goals of their students. During the review, some faculty heads indicated they have switched from semesterised to year-long courses in response to student voice and to enable their students to improve the quality of their grades and endorsements. The senior leadership team is aware of the need to balance the needs of its priority students and those who are academically able. Senior leaders should review the mix of internal and external standards offered in courses, where the standards available limit course endorsement opportunities.

Strengthening foundational literacy and numeracy skills In response to the change in the way foundational literacy and numeracy is currently assessed, the school has created dedicated semesterised courses to boost the literacy and numeracy skills of all Year 10 students. Assessment derived data is used to measure each student's progress and gauge readiness to sit the NCEA co-requisite Common Assessment Activities (CAAs). Progress to date has been positive and the school is confident its strategies are working effectively for the majority of students.

Career Aspirations met through Blended Pathways Student pathways are developed early with teachers working proactively and strategically to ensure that all students' aspirations can be met. The Gateway Co-ordinator and Pathways/Careers Adviser ensure each student is on track to meet both their Pathway and Achievement goals through personalised programmes that for most senior students are a blend of academic and vocational standards.

The school caters well for those interested in Trades. It offers a Primary Trades Academy for Years 11 and 12, and in Year 13, students can attend Trades Academy courses at Eastern Institute of Technology. In 2022, Lytton High School's Building Academy was created for students interested in Carpentry and Building. Within purpose built facilities, selected students are building a 2 – 3 bedroom house from the foundations up. Graduates from the academy are well positioned and supported to take up building apprenticeships.

Strengthen Data Management and Use Data management and use is generally accurate and supports student achievement. However there are several ways in which the school can further strengthen its processes, by:

- **withdrawing all internal entries without a result prior to 1 December** Schools cannot lodge withdrawals from internal standards after their December data file submission. This means that a positive result is expected by NZQA for any standards in which a candidate is still entered. Leaving an entry blank will signal that the school hasn't reported a result and potentially mislead students or their whanau when tracking progress towards their qualification
- **submitting all grades from Derived Grade benchmark exams** The school is looking to engage with more external assessment moving forward and it must ensure that any derived grades from benchmark exams are sent to NZQA prior to the commencement of the exam period to ensure these are available in the event that a student is prevented from sitting their exam
- **strengthening process for tracking student achievement** Progress towards each student's NCEA qualifications, awards and endorsements should be tracked through a centralised system that is easily accessed by Learning Advisory teachers, Deans, Heads of Faculty and senior leaders. The school is making progress in this area by identifying and closely tracking students on the *just pass/just fail* cusp in their courses.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Ensure results are not reported before the internal moderation process is completed The Principal's Nominee's role is to provide a second pair of eyes before results are sent to NZQA. During the review, it was apparent that some results were sent before she had completed this check. Since the last MNA review, the school has adopted the moderation tool in the Student Management System (SMS) to provide greater visibility of the process and its progress. Heads of Faculty share ownership with the Principal's Nominee for monitoring the critiquing and verification steps. The school needs to strengthen the process for senior management to monitor the completion of internal moderation before a result is reported.

Strengthen Monitoring of Internal Moderation Heads of Faculty and the Principal's Nominee need to strengthen their monitoring of internal moderation, in particular, the critiquing and verification steps as indicated in the external moderation section of this report. A recommendation during the review was to collect and store the critiquing documents in a folder for sharing with the verifier and for future assessors of the standard. This will also enable the Principal's Nominee to reconcile actual practice with the moderation cover sheet in the SMS.

Monitoring would be more effective if it included a check on whether the assessor has accessed the Bite-sized tutorials and *Assessor Practice Tool* in NZQA's Learning Management System, Pūtake, prior to assessment. In addition, assessors need to be regularly reminded to use the *Request Clarification of an Internally Assessed Standard* process to gain further clarification of a standard. Closer monitoring of the critiquing and verification phases of internal moderation will ensure that assessor

grade judgements improve and reduce the number of Materials Not Received reports from external moderation. The Principal's Nominee is advised to check that Heads of Faculty collect and store pre-moderation documentation prior to assessment and moderation, as described in the External Review section of their report.

It is anticipated that the new Level 1 standards will require more samples for verification this year and next, as assessors seek to clarify where the grade boundaries lie. Monitoring of internal moderation should include a check on whether the number and type of samples selected are sufficient.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Lytton 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
- 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 targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Lytton 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
- 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

Lytton 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 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.

Lytton 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Lytton High School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- 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.

Lytton 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
- 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 whānau about assessment

Lytton 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, such as the holding of parent gatherings.

Lytton 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 Lytton 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 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 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
- a range of Faculty Reviews and assessment policy documents
- the draft Strategic Plan
- *2024 LHS Assessment Guidelines in the Senior School - Resource booklet for students and whānau.* (Student Handbook).
- *2024 LHS NZQA Procedures and Assessment Guidelines in the Senior School.* (Staff Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Heads of Faculty:
 - English (and Assistant HOF)
 - Mathematics
 - Pathways/Careers Advisor
 - PE and Health
 - Social Sciences
- three students.

There was a report-back session with the Acting Principal/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.