

Managing National Assessment Report

Dannevirke High School

May 2024

FINDINGS OF THIS REVIEW

Dannevirke High School

16 May 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 2021.

Actions and considerations

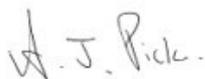
For consideration

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

- assisting staff to use the function in the external moderation application to query external moderation reports where they need further clarification
- how it develops further opportunities for students to engage in digital assessment of external standards.

No action required

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



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25 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 20 June 2018 Managing National Assessment Report The school has effectively addressed the action items identified in the last Managing National Assessment report.

There is a robust system in place to ensure responses to external moderation occur in a timely manner and are appropriately evaluated and recorded. The school updated the process in response to the last review and has further refined it in response to their own review processes. This practice is followed where NZQA or another organisation is the standard-setting body.

The staff handbook is effectively reviewed annually by the Principal's Nominee and kept up to date. Student and teacher handbooks have recently been updated and republished in response to changes in school process from staff undertaking professional development around using AI.

External moderation response to outcomes and processes The school has a clear and thorough process led by the Principal's Nominee to follow up issues raised in individual moderation reports. Staff view engaging in external moderation as a valuable opportunity to receive feedback and guidance, enabling them to refine their assessment practice and judgments as needed. They are encouraged to suggest standards to include in the moderation plan and are keen to receive feedback on changes made in response to moderation.

Where a report needs follow up the teacher responsible for the standard reflects on the outcomes and considers the reasons for it before completing an action plan to resolve the issue. This is shared with the Principal's Nominee who checks on the effective completion of the action and helps staff access any necessary support where required.

The school's moderation history has shown their actions usually resolve issues with a standard and/or in a subject area. The Principal's Nominee is aware of where further support is required and reviews the situation and alters strategies accordingly.

Staff should consider making use of the function in the moderation application to query reports to enable a two-way interaction with the moderator to gain further clarification or feedback, as they have not used this facility in the past. This may be particularly useful to help build understanding of the new Level 1 standards.

Some staff have accessed Pūtake, NZQA's learning management system. This is another useful support tool that more staff may benefit from engaging with.

Response to data issues Both 2022 and 2023 results data showed a subject as an outlier at Level 3, as there was a difference between the school's internal and external results in the subject area and the national pattern for schools of a similar equity group. The department thoroughly considered the possible reasons for this and has made several changes to their teaching and assessment processes. They also have plans in place to monitor and review if these changes have the desired impact on results.

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)

Dannevirke High School has a strong focus on self-review. It provides assurance to senior management that concerns and potential improvements relating to assessment practices will be effectively identified and appropriately addressed. It also helps ensure that the school utilises the flexibility of the NCEA model to best meet the needs of its students.

Review processes are led by the senior leadership team and are linked to the schools' strategic goals and to the annual plan. Review can also be influenced by ideas emerging from the individual teacher's professional growth cycle process. Ideas are discussed by the senior leadership team, with further development and implementation planned through curriculum lead meetings. Full staff meetings are used to ensure the whole staff understand changes, with professional development activities put in place where it is needed to help support the change. Change considers the wider community voice, including where appropriate local employers as well as students and their whānau, and can seek support from other agencies such as the mayor's taskforce.

Expanding opportunities for vocational studies In response to student need since 2020 the school has been expanding its vocational offering. It has moved from a few students engaging in Gateway programmes to having vocational lines in the timetable. This allows students to engage in vocational courses whilst minimising time lost in other classes and aims to allow students to complete a Level 2 qualification that supports whatever mix of vocational or tertiary pathways they wish to follow.

Making changes to improve engagement and achievement The school has implemented several initiatives to help support improved engagement and achievement including:

- moving towards mixed ability classes through removing streaming but retaining some broad banding in the junior school. This will move into Level 1 NCEA courses next year and will help ensure all students have access to the full range of the curriculum
- removing option lines so subject choices are not restricted
- creating smaller classes in the junior school to strengthen learning the foundational skills that are needed for students to succeed in the senior school
- retaining NCEA Level 1 so students can experience success and maintain their engagement through to Level 2
- exploring the use of adult literacy courses, supported learning certificates and micro credentials as possible ways to recognise the learning of students who may struggle to gain a NCEA qualification.

Some of these changes have resulted in some subjects not being able to support a full class, but this has been minimised by running more multi-level classes and some students completing subjects out of the normal timetable line.

Next steps include enquiries into things such as subject relevance and if the school should remove any compulsory subjects. This will involve visiting other schools to see what models could be adopted and adapted to meet the needs of the students at Dannevirke High School.

Improving processes through review Various assessment related processes have been reviewed and improved to better support assessment practice. This includes:

- In response to increased late NCEA entries a change was introduced in 2023 to manage this more closely. Entries now need to be confirmed towards the end of term 2 with changes after that being discussed with, and altered by, a member of the senior leadership team.
- Introducing a school wide assessment calendar as the Principal was concerned about bottle necks and an unreliable internet network to support assessment activities until the planned upgrade is completed. This is initially intended as a senior leadership planning tool but may roll out to help all staff with their planning.
- The Principal's Nominee creating an assessment pānui to keep curriculum leaders and teachers in charge of a subject informed in response to his own review of communications in preparing for this Managing National Assessment review. It is planned to be shared termly or more frequently when required.
- Creating an Assistant Principal's Nominee/Principal's Nominee in training role to spread the workload, ensure a wider knowledge holder base and maintain continuity of knowledge in the school to make the role more sustainable.

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)

Strong focus on supporting students to succeed The school ensures it provides multiple pathways for students so they can be supported to progress towards their chosen career or tertiary study goals. Students are kept on track with assessment through clear and appropriate milestone check ins and feedback.

Students who are identified as needing special assessment conditions are well informed of their entitlements and processes are in place to ensure they receive appropriate support. There is also a focus on staff and students understanding why they have the assistance and how they can create strategies to support their learning as well as their assessment.

Enabling Māori student engagement and success in STEMM The school has actively sort engagement with Massey University to be included in their Pūhoro STEMM programme to support Māori learners. This programme currently runs with Year 11 students. It is planned to grow the programme by continuing to support those

students as they progress through the school whilst adding a new Year 11 cohort each year.

Consider how to progress engagement in digital assessment The school should consider how it develops further opportunities for students to engage in digital assessment of external standards. Students have successfully completed literacy and numeracy co-requisite assessments digitally, but the school has concerns about the capacity of their network to ensure students have a positive experience in the end of year examinations. The school could consider prioritising opportunities to those students who already benefit most from completing internal assessments digitally, such as those who struggle to present handwritten work clearly, as a step forwards until their network is upgraded.

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)

Staff engage in effective internal moderation practice Teachers are encouraged to make connections with colleagues in other schools and both national and local subject associations where available. This means they have access to a wide knowledge base to effectively inform the critiquing of assessments and task design, and for verification of grades.

The school's processes allow for a range of practices so they can suit the needs of the subject area and/or teacher, such as using a mixture of physical and digital storage of student work. The effectiveness of all internal moderation processes is monitored by the Principal's Nominee and Assistant with the outcomes of curriculum area visits and conversations with staff recorded in a shared document so issues can be tracked through to resolution.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Dannevirke 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 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
- 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.

Dannevirke 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

Dannevirke 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.

Dannevirke 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

Dannevirke 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.

Dannevirke 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

Dannevirke 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.

Dannevirke 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 Dannevirke 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
- *Staff Handbook, Section Seven, Assessment and Reporting*
- *Dannevirke High School Senior School Handbook 2024, Information for Parents and Students, Year 11, 12 and 13.*

The School Relationship Manager met with:

- the Principal's Nominee/Deputy Principal
- Assistant Principal
- Assistant Principal's Nominee
- Curriculum Leaders for:
 - Creative Technologies
 - English
 - Science (Junior)
 - Sciences (Senior)
 - Social Studies
- Teachers of:
 - Mathematics
 - Physical Education
- three students.

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.