

Managing National Assessment Report

Motueka High School

17 May 2017

What this report is about

This report summarises NZQA's review of how effectively Motueka 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess, in combination with the most recent Education Review Office report 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 2017* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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, May 2015*
- *Student Assessment Policy*
- *Student Guide to Assessment Rights, Responsibilities, and Procedures*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students and Heads of Department for Dance, English, French, Mathematics, Music and Science.

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.

SUMMARY

Motueka High School

17 May 2017

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Motueka High School has developed adequate and appropriate systems of assessment and moderation to ensure credible results are reported. The school is developing its capacity to undertake its own review of the effectiveness of its assessment practices and procedures.

Assessment programmes are designed to meet a range of student abilities, aspirations, and interests. This includes engaging with external providers, using local contexts to adapt assessments to engage student interests, and gathering evidence for assessment from a variety of methods.

Internal moderation processes are embedded across the school, assuring assessment quality. This is reflected in the school's high moderation agreement rate between teacher and NZQA external moderator judgements.

Data management and use effectively supports student achievement outcomes. Achievement data is reported in a timely manner to NZQA. Data is reviewed and analysed in departments to inform course design, monitor student progress towards gaining NCEA and to identify those students who may be at risk of not achieving their qualifications goals.

The school has good communications in place to inform staff, students and their families about NCEA policies and procedures. Consistent information about the school's policies and procedures is found in the school's NCEA documents and a common understanding of these was demonstrated by students and staff.

The Principal's Nominee is effective in his role, providing strong leadership in assessment practice for staff and students. His friendly and flexible nature gives staff and students confidence when approaching him about NCEA assessment issues.

Areas for improvement

Developing a process to check that all entries have a result would ensure better accuracy of reported data. Student entries with no results reported was identified in the last Managing National Assessment as an aspect for possible improvement. Failure to have addressed this could mean that some students have not had their achievement formally recognised if results have not been reported.

In response to the last review, the school has improved its processes to monitor internal moderation. However, developing a system to provide timely assurance to senior management, that only grades that have been subject to internal moderation are submitted to NZQA, will further strengthen the monitoring of the school's internal moderation.

Agreed action

The school agreed an action that will improve the quality of their assessment systems. This is to:

- ensure that a result is reported for all entries where students have had an adequate assessment opportunity, or withdraw the entry
- refine the internal moderation system to provide senior management with timely assurance that all grades reported to NZQA have been subject to the school's internal moderation process.

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6 July 2017

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)

Action Items from 13 August 2014 Managing National Assessment Report The three agreed actions from the 2014 review have been effectively addressed. The school:

- uses the annual appraisal meeting to confirm that internal moderation has been carried out
- uses a consistent assessment template for all course outlines providing subject specific information
- updated staff and student handbooks and incorporated them into the school's review cycle.

Response to external moderation outcomes The Principal's Nominee has an effective external moderation response process. This includes reviewing all external moderation reports and requiring action plans on identified issues from Heads of Department and Teachers in Charge. During discussion with Heads of Department at annual appraisal meetings, subject areas with a pattern of low agreement rates are identified. Appropriate action plans, which may include further professional development, are then devised between the Principal's Nominee and the Head of Department. Sound internal moderation is reflected in good external moderation agreement rates.

Internal review

Evidence found that the school is effectively 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)

Motueka High School has internal review systems that can respond to assessment practice issues. A review of data identified that only 25 percent of their students continued to tertiary education. The school responded to this through engagement with several external providers to offer further assessment pathways for students.

Much of the self-review is conducted within departments. This includes:

- regular meetings to discuss assessment matters, and analyse results to inform course design
- teaching inquiries into assessment practice to evaluate the effectiveness of their practice
- review of internal moderation processes at annual appraisal meetings.

Tutorial programme to increase certificate endorsement achievement Review of NCEA results identified that the number of Excellence endorsements the school achieves is below National and Decile percentages. As a result, an after-school tutorial programme has been established, to help raise overall NCEA results with a

prime focus of increasing the number of endorsements with Excellence the school achieves.

Developing a school-wide approach to self-review Motueka High School should look to further strengthen their school-wide self-review process to include identification of areas for ongoing improvements in assessment practice. This will complement what is happening in departments. For example, the school is experiencing growth in the number of students using electronic devices for assessments that can be assessed digitally. This will create common risks to all curriculum areas. A school-wide approach will help these to be managed consistently and allow more effective evaluation of any new policies and procedures.

No action required

No issues with the school's response to NZQA external reviews and its self-review of assessment systems and practice were identified during this review.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- developing a process of school-wide self-review to identify ongoing improvements.

How effectively does the school's assessment practice meet the needs of its students?

Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6 I & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Motueka High School has effective processes and procedures for meeting the needs of their students by using:

- a range of methods during assessment to gather evidence of achievement
- formative assessments, student feedback and feedforward to help determine their readiness for assessment
- local contexts, such as Project Janszoon, to adapt assessments from genuine and authentic learning and engage student interests
- using school-based testing to identify students requiring Special Assessment Conditions and making applications appropriately
- differentiated assessment within courses to match student abilities.

Motueka High School has effective processes and procedures for:

- managing missed and late assessments
- investigating and resolving potential breaches of assessment rules and student appeals of assessment decisions
- managing resubmission and further assessment opportunities
- managing student workloads by limiting the number of credits offered per course
- ensuring derived grades are based on valid, authentic and standard specific evidence.

Motueka High School effectively uses external providers to extend assessment opportunities to students The school uses external providers within its region to meet the specific assessment needs of its students. External providers deliver programmes specific to the region's industries, helping to cater for the vocational needs of students staying within the region and not going on to tertiary study. Examples include:

- the Primary Industries Trades Academy, which caters for students looking to enter the region's diverse agricultural, forestry, fishing, and horticultural industries
- Top of the South Trades Academy pathways including, building trades, hospitality, and tourism.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

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

- ensuring all assessment materials are critiqued prior to use to ensure they are valid and fit for purpose
- staff reviewing standard clarifications, and using NZQA and school exemplars to improve assessor judgements
- using external subject specialists from regional subject forums and teacher clusters to verify teacher grades on a purposefully selected samples of student work for each standard
- documenting the internal moderation process by using a standard *internal moderation cover sheet*.

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

- randomly selecting samples of student work for external moderation to NZQA requirements
- adequately storing samples of student work to ensure material is available for external moderation.

Timely monitoring of internal moderation processes Currently, the school has no process by which senior management can be assured that internal moderation has occurred for all standards before the final data submission in December. Heads of Department monitor internal moderation in their departments throughout the year to ensure credible results are reported. During the appraisal meeting at the end of Term 1 the following year the Principal's Nominee checks that the department internal moderation process was followed. This is too late to ensure that every result used for the award of a qualification has been subject to the school's quality assurance process and does not meet NZQA requirements.

The current process does not always identify instances where documentation of the moderation process is incomplete, and therefore there may be no evidence of internal moderation having occurred. This review found examples of incomplete internal moderation cover sheets. To further strengthen their monitoring of internal moderation, the school must develop a system that will give timely assurance to senior management that only grades that have been subject to internal moderation are submitted to NZQA.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- develop a system to provide senior management with timely assurance that all grades reported to NZQA have been subject to the school's internal moderation process.

How effectively does the school manage and make use of assessment-related data?

Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Motueka High School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - annually reviewing course assessments to inform teaching inquiry and modify teaching and learning programmes as necessary
 - informing assessment programme design so that the standards offered match student strengths and interests
 - monitoring academic student progress to identify learners at risk of not achieving their goals.
- **reports accurate achievement data by:**
 - reconciling results from external providers with which they hold a current Memorandum of Understanding, to ensure results are reported with the correct provider codes
 - reporting results to NZQA on a timely and regular basis.

Withdrawing student entries with no result reported In some subjects there are a number of internal entries that do not have reported results. Three percent of student entries had no results reported against them for the past three years. As a consequence, there is a risk that some students may have had their achievement go unreported. The 2014 Managing National Assessment review identified this as an area that could be improved and that the school planned to monitor this. Results should be reported if students have presented evidence for assessment or they have had an adequate assessment opportunity. Where they haven't had an adequate opportunity to be assessed, students should be withdrawn from the standard. Although the school has a process for students to check the accuracy of reported grades and sign an acceptance form on the return of their work this process does not identify live entries for standards which had not been assessed. Developing a process for checking this will ensure that student assessment records are accurate and achievement is recorded.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure that a result is reported for all entries where students have had an adequate assessment opportunity, or withdraw the entry.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7iib)

Motueka High School has effective processes and procedures for:

- communicating consistent NCEA information, assessment policy and procedures through:
 - staff and student handbooks
 - the school website
 - the Year 10 subject selection evening
- informing staff of updates to NCEA information throughout the year via emails and staff meetings
- reviewing communications to ensure they are fit for purpose and current.

Motueka High School assists common understanding of assessment practice by:

- holding at the beginning of each year, a professional development meeting for staff, to inform and remind them about school policies, procedures and updates
- holding student assemblies to inform them of school assessment policies and procedures
- having a consistent template for course outlines across subject areas ensuring consistent assessment information, which are reviewed and updated annually.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.