

Managing National Assessment Report

Motueka High School

May 2023

FINDINGS OF THIS REVIEW

Motueka High School

4 May 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 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
External and internal review	
Monitor that actions taken in response to external moderation feedback are effective.	In response to external moderation feedback
Credible assessment practice to meet student needs	
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	Before the 2023 external examination period
Internal moderation to ensure the reporting of credible results	
Ensure that teachers share a common understanding of the purposeful selection of a sufficient sample of student work for verification.	Immediate

For consideration

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

- introducing a system for the ongoing monitoring of internal moderation processes to alleviate workload at the end of the year
- further encouraging students to register for and use their learner logins to give them access to the range of functions available
- removing assessment procedure guidance from course outlines to avoid a potential source of confusion with generic staff and student information.



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09 June 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 17 July 2017 Managing National Assessment Report

Motueka High School has resolved the two action items from the previous review. Current systems ensure that all results reported to NZQA have been subject to a quality assurance process. The school is considering further refining this process, as explained in the internal moderation section of this report.

Improvements to data management processes are designed to ensure that a result is reported for all entries where students have had an adequate opportunity to be assessed.

External moderation response to outcomes and processes External moderation results indicate that Motueka High School teacher assessment decisions are consistent with the standard. Teachers value external moderation feedback for its professional learning component, with all materials submitted to NZQA consistently as required. Heads of Learning Area discuss external moderation feedback with relevant teachers and formulate action plans that are recorded in their department documents. Identified actions include accessing NZQA assessor training materials, sourcing subject-expert verifiers from outside the school and working with subject associations.

A next step in the school's response to external moderation is for Heads of Learning Area to evaluate the effectiveness of actions taken to address issues in external moderation reports. This evaluation could be monitored in senior leaders' regular meetings with Heads of Learning Area, helping to ensure that there are appropriate links to internal assessment processes and that support is available for teachers as needed.

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)

Motueka High School has new leadership structures and lines of responsibility for senior and middle leaders that should prove effective in identifying, resolving and evaluating issues in assessment practices and procedures. The intent of the restructuring is to improve overall and specific communication within the school and grow middle leader capability. The senior leadership team has identified several areas that would benefit from review, including data analysis and planning at learning area and subject level, development of middle leadership, and aligning all communications to ensure that review and change messages are consistent across the school. There is sufficient assessment capability in the middle leadership team to enable robust discussions and analysis to occur as the new structure is embedded.

The new Principal's Nominee is focussed on empowering middle leaders to have ownership and accountability for their own delegations in relation to assessment for qualifications. Teachers spoken with during the review were optimistic about the potential for more strategic alignment between school goals and their own departmental reviews and analysis, supported by a line manager structure.

Preparing for NCEA Change implementation Motueka High School is well placed to implement a teaching-and-learning-first approach to the NCEA Change programme rather than a focus on assessment opportunities. This has so far focussed on planning a local approach to their senior curriculum and making use of the Big Ideas and Significant Learning guidance available for each subject. They are now making steps towards a more flexible approach in collecting evidence for assessment at a time when students are ready to be assessed, including increasing participation in digital external assessment.

Credible assessment practice to meet student 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 2022 6-11)

Motueka High School offers courses and assessment programmes that are differentiated to meet student needs and aspirations. An ongoing curriculum and pathways review seeks to use this base to enable a more proactive approach to helping students to meet their goals, with a particular focus on Māori boys' achievement. To date this has resulted in improvements to the course selection process and continued discussion of the role of prerequisites, external courses, and ability groups in senior course offerings.

Teachers apply effective strategies to support students to present their best evidence for achievement. This includes scaffolding tasks to support students through the stages of an assessment, offering multiple options for the communication of evidence, and introducing milestones and tutorials that assist students to complete work over extended periods and in hybrid learning situations. Embedded processes to support students with special assessment condition entitlements, and a significant proportion of individual education plans also help to remove barriers to engagement in assessment.

Reporting quality assured practice external grades for use as derived grades

The school needs to ensure that quality assured derived grades, based on standard-specific evidence from practice assessment for externally assessed standards, are consistently reported to NZQA for use as derived grades if necessary. This will ensure that all students have access to a grade if external assessment opportunities are disrupted. The Principal's Nominee and Heads of Learning Area have processes to monitor that practice external grades are quality assured.

Consistent course and assessment information The school could consider removing assessment practice information from course outlines, to remove a potential source of confusion with the information available in the staff and student assessment handbooks. The school has a common template for course information that is given to students. The Principal's Nominee intends to monitor that this is used consistently in learning areas.

Encouraging students to create and use their Students and Learners Login

The school could consider further encouraging students to access their NZQA login, so they can access the functions it provides and be ready to access the digital online assessment platform. This will also enable students to check the accuracy of their entries and results, order copies of their qualification documentation, and request reviews or reconsiderations of external assessment results.

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 2023 11a)

Motueka High School needs to ensure that teachers have a common understanding of the strategic selection of student work for verification. Teachers should select work for grade verification around grade boundaries, as well as for grades that need review, to satisfy themselves that their decisions are consistent with the standard. Some learning areas currently also moderate a set number or a random sample of student assessments. More purposeful selection will help to ensure that each verification discussion is meaningful and serves to confirm teachers' professional understanding of the requirements of the standard.

The school could consider introducing a process for the ongoing monitoring of internal assessment processes throughout the year by the Principal's Nominee. This could help alleviate workload pressures at the end of the year as well as assuring senior leaders that all results have been subject to a quality assurance process before they are submitted to NZQA. Internal moderation is currently monitored by Heads of Learning Area during the year and checked by the Principal's Nominee in Term 3 or 4.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Motueka High School has effective processes and procedures for meeting the assessment needs of their 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Motueka 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Motueka 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 grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes

Motueka 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
- monitoring and documenting actions taken to address external moderation feedback

Effective management and use of assessment-related data

Motueka 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.

Motueka 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

Motueka High School has effective processes and procedures for:

- 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.

Motueka 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 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.

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
- *Motueka High School Staff Handbook 2023*
- *Quality Management System, Motueka High School*
- *Student guide to assessment rights, responsibilities and procedures, Motueka High School 2023*
- Course booklets for Years 11, 12 and 13, Motueka High School 2023
- Relevant Board of Trustees' policies.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning Area for:
 - English
 - Food and Nutrition
 - Mathematics
 - Physical Education
 - Social Sciences
 - Visual Art
- three students.

There was a report-back session with the Principal, Deputy Principals, 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.