

Managing National Assessment Report

Greymouth High School

May 2019

What this report is about

This report summarises NZQA's review of how effectively Greymouth 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, in combination with the most recent Education Review Office report, 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; 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 2019* (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
- *Senior Curriculum Greymouth High School 2019*
- *Assessment and Reporting Procedures for Greymouth High School 2019 (Staff Handbook)*
- *Assessment and Reporting Procedures for Greymouth High School 2019 (Student Handbook)*
- *Student Achievement: Curriculum and Assessment Policy, Greymouth High School Board of Trustees 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Business
 - English
 - Mathematics
 - Physical Education and Health
- 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.

SUMMARY

Greymouth High School

1 May 2019

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

Greymouth High School offers academic and vocational pathways through a range of courses to meet student needs. Digital tools for internal and external assessments are used extensively throughout the school to provide students with a positive and coherent assessment experience. Assessment procedures are consistent across the school.

Internal assessment judgements are verified using teachers within and outside the school. Storing all student assessment material online ensures that student material is easily accessible and readily available for external moderation. External moderation feedback is valued for professional development and an effective response process addresses any issues that may arise.

Data reported to NZQA is accurate and timely. Data analysis informs course design and qualification pathways to meet student needs. Monitoring of student progress towards qualifications has been strengthened and appropriate support is provided to students as required.

A range of communication modes ensures that the school community is well informed about NCEA. Staff and students who participated in the review demonstrated a thorough understanding of the school's assessment policy and procedures. School communications are regularly reviewed to ensure they are fit-for-purpose. Live reporting of assessment outcomes provides students and whānau with timely assessment feedback.

Areas for improvement

Some processes in the school's moderation system can be strengthened. The current procedure for the random selection of student work for external moderation does not meet the NZQA's guidelines. Monitoring of internal moderation should reconcile documentation with practice, so that Senior Leadership is assured that it is happening in all learning areas and that credible results are reported to NZQA.

Agreed action

The school agreed that two actions will improve the quality of their assessment systems. These are to:

- ensure that the random selection of student work for external moderation is undertaken by someone other than the assessor
- reconcile moderation documentation with practice to ensure all results reported are credible.

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18 June 2019

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FINDINGS OF THIS REVIEW

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

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 19 May 2016 Managing National Assessment Report All actions items from this report have been effectively addressed.

The school improved its process for collecting evidence for derived grades. To give more emphasis to the importance of practice exams these have been renamed as 'Derived Grade Exams'. Staff were given further guidance about what can be used as evidence and how this can be produced. Recording derived grades in the student management system by early Term Four ensures these are available if required.

Response to external moderation outcomes The school has an effective process for responding to outcomes from external moderation. Agreement rates between assessor and moderator judgements have been historically high, however, there has been a recent decline. The school has addressed this through action plans developed for those standards that the Principal's Nominee has identified as requiring attention. The Principal's Nominee monitors that these are completed. The school has also placed a greater emphasis on pre-assessment critiquing to ensure assessment standards are current with the latest clarifications and provide the opportunity for students to present evidence at all grades.

External moderation is valued for teacher professional development, as they use it to improve their assessment practice rather than not offering a standard that has returned an inconsistent judgement outcome. This is good practice. Further support from Senior Leadership is provided to teachers as required.

Internal review

Evidence for 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)

Greymouth High School has a culture of improvement through self-review for the effective and ongoing improvement in assessment practice and procedures.

Live reporting of student progress has been introduced to improve assessment feedback. The school sought feedback from students, whānau and the community on how they could improve reporting. This identified that traditional reports, particularly mid-year and end of year, no longer held value as feedback to improve assessment performance. Live reporting through the student management system allows feedback to be given when the assessment result becomes available. Students gain timely feedforward from the teacher for the next assessment and parents can support them as they can access the comments through the parental portal. The school believes that this will help to build a closer connection with whānau.

A re-designed line-management structure has been introduced as part of the school's review process. Each Senior Leader leads a forum of four or five Heads of Department. These meet fortnightly and are used as coaching sessions, an opportunity to share assessment and moderation best practices, and to review and improve procedures or processes. Previously, Heads of Department met one-to-one with a Senior Leader, which did not necessarily allow for ideas to be shared. The new structure has the potential to share the responsibility for self-review school-wide and further develop staff capacity.

No action required

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

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

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

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

- using student feedback and feedforward to help determine their readiness for assessment
- providing differentiated assessment programmes within courses and across classes in the same subject
- using school-based testing to identify students requiring special assessment conditions and making applications appropriately
- supporting teachers to collect a range of evidence of achievement, particularly using digital technology
- having courses to provide alternative pathways for students, such as the Māwhera Services Academy
- extending assessment opportunities by using external providers to deliver:
 - courses the school is unable to offer, for example Education Outside the Classroom
 - assessment against individual standards related to career pathways.

Greymouth High School has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide assessment practice on late and missed work, extensions, resubmissions, and further assessment opportunities
- investigating and resolving potential breaches of assessment rules and student appeals of assessment decisions
- using a range of strategies to ensure that student work is authentic
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have not submitted work
- meeting the requirements of the *Privacy Act 1993*.

21st Century needs met through digital assessment practice Greymouth High School is meeting student needs for the 21st Century through a school-wide use of digital assessment. Students are already confident and capable digital tool users when they enter secondary school. This is due to all students having access to a Chromebook for personal use through the Toki Pounamu Education Trust - Manaikalani Outreach programme, to which the school and many local primary schools belong.

The school has a philosophy that students live in an online world and as such it has been an early adopter of online external assessments. This is regarded as a natural progression for students as their learning and internal assessments are predominately done online. Students who participated in this review commented that undertaking assessments online was a positive experience, as it was a continuation

of the norm for them. Feedback from the school to NZQA has contributed to the ongoing development of online external assessments.

Māori and Pacific student engagement and success in Science, Technology, Engineering and Mathematics (STEM) subjects Māori students succeeded at a higher rate than non-Māori students taking STEM subjects at Year 13 in 2018. A number of factors have contributed to ensure equitable access and outcomes for Māori students, such as:

- eliminating barriers to taking University Entrance STEM subjects by having flexible course pathways
- creating new courses, such as a general mathematics Level 3 course, to meet student needs
- eliminating barriers to access digital technology through the Toki Pounamu Education Trust - Manaiakalani Outreach programme
- effective monitoring of student progress and mentoring.

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 for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

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

- critiquing all assessment materials 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 subject specialists, within and outside the school, to verify a purposefully selected sample of student work
- documenting the internal moderation process by using an *Internal Moderation Cover Sheet*.

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

- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan
- ensuring samples of student work are provided by being adequately stored.

Random selection process does not meet NZQA guideline The random selection of student work for external moderation should be done by a person other than the assessor. The school's process currently does not meet this, as teachers are carrying out the selection for work that they have assessed. The school must create a process to meet the guideline. This will make the school's moderation system more robust, as it will help to ensure that the selection of student work is not manipulated.

Strengthen the monitoring of internal moderation Robust monitoring of internal moderation provides assurance to Senior Leadership that all grades reported to NZQA have been subject to the school's internal moderation process.

Storing all student assessment evidence and internal moderation coversheets online ensures that all moderated standards are visible to Senior Leadership, but these are monitored with irregular checks. The school should develop a routine for reconciling documentation against practice.

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:

- ensure that the random selection of student work is undertaken by someone other than the assessor
- reconcile moderation documentation with practice to ensure all results reported are credible.

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

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

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

- using NZQA statistical reports and analysing results comparatively and longitudinally to inform decisions about future course content and design, so that the standards offered match student strengths and interests
- monthly reporting to Board of Trustees an analysis of NCEA achievement.

Greymouth High School 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
- students attesting that their entries and results have been entered correctly
- actively encouraging students to monitor their progress using the student portal on the student management system and the NZQA learner login
- using the Key Indicators and data file submission reports to identify and resolve data errors
- ensuring that internal entries are reported with a result or withdrawn, as appropriate
- ensuring a low number of late entries for external examinations.

Student progress effectively monitored Monitoring of student progress towards qualifications has been strengthened. Improvements have been made to data collection and analysis, so that it is produced in a more timely manner and Deans and teachers are better informed. Teachers are required to flag students in the student management system at risk of not achieving assessment goals. They also enter twice yearly an estimated number of credits that each student can achieve. Individual assessment plans and mentoring can be implemented earlier to support students identified as not meeting their potential. A comparative analysis of the estimated credits after the second entry is used to evaluate the effectiveness of any initial interventions and to modify approaches if necessary.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Greymouth High School has effective processes and procedures for:

- ensuring students receive assessment information for all courses they undertake
- communicating assessment policy and procedures to staff, students and their families using a range of methods and media
- supporting new teachers to the school to understand school assessment policy and procedures through an induction programme
- reviewing communications to ensure they are fit for purpose and current.

Greymouth High School assists common understanding of assessment practice by:

- holding student assemblies to inform them of school assessment policies and procedures
- having a standardised template for course outlines across subject areas ensuring consistent assessment information, which is reviewed and updated annually
- improving parental understanding of NCEA and assessment procedures through targeted evening meetings and the employment of a kaitakawaenga/school and home partnership promoter
- publishing to staff and students a timeline of key NZQA and school assessment related dates in an online calendar
- informing teachers about assessment best practice and providing opportunities to discuss changes.

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.