

Managing National Assessment Report

Burnside High School

May 2021

What this report is about

This report summarises NZQA's review of how effectively Burnside 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 2021* (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
- link to the school's Curriculum information
- *NCEA Procedures for Staff 2021* - PowerPoint and online handbook
- sample of course outlines, and assessment calendar
- *Burnside High School Reporting and Assessment Policy*
- *Burnside High School Charter 2021*
- *Board of Trustee NCEA Outcomes 2021*
- *Parent Information Evening PowerPoint*
- *NCEA Overview* - key messages from the assessment office Year 11 Assembly PowerPoint

The School Relationship Manager met with:

- Deputy Principal/ Principal's Nominee
- Assessment Co-ordinator
- Heads of Faculty
 - Science
 - Mathematics
 - Languages
 - Technology
- Assistant Head of Faculty
 - English
- 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

Burnside High School

12 May 2021

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.

At the request of NZQA, and due to the restrictions of Covid-19, with the school's agreement this review was rescheduled from 2019.

What the school is doing well

Burnside High School's review processes are effective and have led to improvements in the consistency and understanding of assessment practices and procedures across all departments and teachers. Self-review, through deeper analysis in annual departmental reports has informed improvements to assessment practice and course design.

Assessment practice is effectively led by the Principal's Nominee. He ensures teachers and students understand the school's assessment policies and procedures, ensuring consistent assessment practice school-wide.

Burnside High School offers a range of academic and vocational courses to meet the diverse needs of their students. Courses are differentiated to cater to student interest and abilities. A range of methods is used to gather evidence for assessment.

Robust internal moderation monitoring processes ensure that only credible results are reported. Internal moderation practice is well documented and has been recently streamlined using a flow chart. Staff interviewed demonstrated a clear understanding of the expectations that the Principals Nominee has established.

A high rate of consistency of assessor judgements between teachers and NZQA moderators for external moderation confirms the robustness of the internal moderation process. Responses to external moderation are documented and action plans developed where issues are identified.

Data management is thorough and timely. The Assessment Co-ordinator ensures student entries, and the reporting of results are complete and accurate. The Year 13 Academic Mentor monitors and tracks each student to ensure they are meeting their personal assessment goals and expectations.

Digital, online communication is available for parents, students and teachers, using a variety of different platforms. Communication through staff meetings, parents' evenings and year level assemblies are reported as the most effective form of communication within the school, ensuring accessibility and consistency of messages.

Areas for improvement

The school is encouraged to implement the same processes for moderating Industry Training Organisation and NZQA administered standards.

To further improve practice the school could strengthen the response to external moderation outcomes by evaluating whether the actions taken have addressed the underlying issues.

Kay Wilson
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16 June 2021

NZQA

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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 14 April 2016 Managing National Assessment Report

Burnside High School has addressed the action items identified in the last Managing National Assessment review. They have:

- clarified with teachers the use of the grade justification process when reporting derived grades
- scanned all Memoranda of Understanding and subcontracting agreements and the Assessment Co-ordinator stores them centrally.

Response to external moderation outcomes There continues to be a high level of agreement between teachers and external moderators over the grades awarded student work. There have been two subject areas where external moderation since 2017 has found teacher judgements to be inconsistent with the standard. These have been followed up by the Heads of Faculty and the teachers have developed action plans to address the identified issues.

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)

Burnside High School has strong leadership of assessment practice. The Principal's Nominee has improved the school's capability to deliver NCEA through the enhancing assessment processes and effectively communicating consequent changes to staff and students. Teachers are encouraged to take ownership of assessment and moderation processes to enhance best practice and to ensure school wide consistency.

The management of the new resubmission rule has been effectively embedded into school practice. Heads of department spoken to discussed how the information had been shared with all staff and then discussed within each department to ensure teachers' understanding and consistency of practice.

Supporting Student Achievement Burnside High School has begun setting student achievement targets for year levels to identify and support students who are disengaged and at risk of not completing a qualification. The school identified the correlation between attendance and achievement being a major factor in poor achievement and demonstrated to students this relationship. In response the year level target, 90 percent plus at Level 3 was set: 90 percent achievement and 90 percent attendance. Due to the success of this the school will target Year 11 students in 2021.

Burnside High School considered Year 13 attainment of University Entrance was below expected levels and students were missing out on future opportunities and

pathways. Academic mentoring at Year 13 has been introduced to ensure all students can be kept on track to complete the requirements of University Entrance or meet the entry conditions for their chosen vocational pathway.

Course Design to meet student needs Departments analyse internal and external results at subject level, looking to provide responses to a number of questions including:

- Are the results as expected?
- How do the internal compare with the external results?
- Did the internal assessments adequately allow for a full range of grades?
- Were the standards well matched to the students' abilities?
- Does the course meet the students' needs, interests and student achievement goals?

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 2020 5.5)

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

- providing a range of vocational and academic programmes through STAR, Gateway and vocational pathways
- applying for Special Assessment Conditions for eligible students and providing appropriate support
- providing differentiated courses of study in a number of subject areas
- assessing when ready, as appropriate.

Burnside High School has effective processes and procedures for:

- investigating appeals
- applying the new resubmission rule
- ensuring valid, verifiable and standard-specific evidence for derived grades
- providing valid unexpected event grades
- meeting the requirements of the *Privacy Act 2020* by ensuring student results remain private and permission is sought to use or share student work.

He Mahuri fosters Māori student achievement Following data interrogation, He Mahuri, a committee of representatives from each learning area, whānau and ākonga, has been set up to address barriers to achievement of Māori students at Burnside High School. The school has responded to committee recommendations, with teacher development in culturally responsive practices and recognition of the importance of Te Reo and Tikanga Māori.

At the time of the review, the school was engaging with Te Pūhoro STEM Academy to further encourage and inspire Year 11 Māori students into these subjects and future pathway opportunities. Using an external provider is intended to role model and strengthen and measure success in STEM subjects for Māori students.

Clarification of the Extension and Late Assessment Policy The school has developed their policy around extensions, and missed and late assessments, to ensure a consistent approach across all subjects and departments. Prior to the implementation of this policy there was no standard approach and different teachers and departments applied different rules. The school recognised that consistency of practice is fairer for students, helps teachers manage difficult situations, and enhances credible assessment practice.

All applications and documentation are now received by the Assessment Co-ordinator who consistently applies the flow chart process to inform the decision.

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 2020 6.4b)

Burnside 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
- using suitable qualified subject specialists both within and outside the school to verify a strategic sample of student work to ensure assessment judgements are consistent with the standard
- documenting the internal moderation process using the school's internal moderation cover sheet
- monitoring throughout the year by Heads of Faculty to confirm that all standards have been internally moderated.

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

- ensuring samples of student work are adequately stored
- randomly selecting samples of student work for external moderation to NZQA requirements
- encouraging the use of digital submission for external moderation.

Monitoring internal moderation processes The school has streamlined the internal moderation process to avoid variance and strengthen understanding across all teachers. The Principal's Nominee has introduced a flow chart detailing each step of the process to enable consistent practice across staff. Heads of Faculty or the Assistant Heads track and monitor each assessed standard to ensure verification is completed and results reported in a timely way. The completed documentation for each standard is discussed with that Learning Area's line manager. Reconciling the internal moderation documentation of each department with actual practice assures senior leaders that all reported results have been quality assured and are credible.

Developing consistent practice for external moderation The school is encouraged use the same processes for moderating both Industry Training Organisation and NZQA administered standards. This will provide confidence to senior leadership that quality assurance is consistent for all standards.

Evaluating the response to external moderation It is recommended that Senior Leaders monitor the outcomes of the action plans developed to address concerns with external moderation. This will ensure change is supported in subjects with ongoing patterns of concern. Currently Heads of Faculty and teachers detail the next steps to resolve issues. Evaluation of the effectiveness of these responses will confirm improvements, identify the need for further investigation or professional development for teachers.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- following the same processes for monitoring external moderation for Industry Training Organisation standards as that used for NZQA standards.
- evaluating the outcomes of actions taken to address issues in external moderation.

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)

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

- annually reporting to the Board of Trustees an analysis of NCEA achievement to inform strategic goals and actions
- identifying students in Year 9 who may require numeracy support for future achievement
- celebrating student achievement through student recognition.

Burnside High School reports accurate achievement data by:

- reporting results to NZQA in a timely and regular manner
- ensuring that internal results are reported with a result or withdrawn as appropriate
- Assessment Co-ordinator checks, to ensure accuracy of the results reported
- using the Key Indicators and data file submission reports to identify and resolve any data errors.

Using data to inform planning Heads of Faculty use data to inform changes to their learning and assessment programmes. A comprehensive analysis of achievement data for each standard and course is required for the annual report to the Principal. Recent changes to this process have allowed departments to undertake better analysis through identifying highlights as well as lowlights in the courses offered. This analysis is being used to evaluate the effectiveness of their courses, assessment practice and effect changes to future course content and design where required.

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))

Burnside High School has effective processes and procedures for:

- communicating assessment policy and procedure to staff, students, and parents
- supporting teachers new to the school through departmental induction on assessment practice as well as new and provisionally registered teacher meetings
- reviewing communications to ensure they are fit for purpose and current.

Burnside High School assists common understanding of assessment practice by:

- informing teachers about assessment best practice and providing opportunities to discuss changes
- ensuring students understand what they need to achieve in order to gain a qualification by holding dedicated assemblies
- termly NCEA newsletter to parents and students with updates and reminders
- inviting Year 11 parents to a NCEA information evening.

Targeted information sharing Year level assemblies are held for students regularly to clarify NCEA information and educate students with a consistent message as to the requirements and expectations in assessments. It is also an opportunity for the Principal's Nominee to discuss achievement targets and strategies to achieve these.

Using digital platforms to inform staff and students To ensure published material on the website is more accessible, the current password protection for the site is to be removed. Student and staff handbooks are now available online and are being continually reviewed. The school's learning management system is a conduit for dispensing course outlines, notices, and assessment information. This platform also provides assessment calendar information. A further online system contains prerequisite information and a course outline to assist in student selection of courses, to provide guidance students with their assessment goals and future pathway opportunities.

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