

Managing National Assessment Report

Mairehau High School

August 2023

FINDINGS OF THIS REVIEW

Mairehau High School

17 August 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 highly 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.

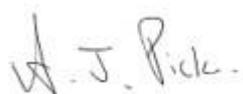
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

Actions

Agreed actions

The school agreed that this action will improve the quality of its assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student / ākonga needs	
Document the processes used to quality assure assessment materials and assessor judgements for derived grades	For the production of derived grades in 2023



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13 October 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 27 June 2019 Managing National Assessment Report There were no items identified for action to improve the quality of assessment systems and practices for national qualifications.

The 2019 report recommended that the school further support students to register for their Learner login, to access the functions available through the NZQA website. The proportion of students with Learner logins has increased significantly.

External moderation response to outcomes and processes The school responds effectively to moderators' feedback, supporting the credibility of results reported to NZQA.

The Principal's Nominee and Learning Team Leader review external moderation reports. Where assessor judgements are not consistent with the standard, they discuss the actions to address any concerns that have been identified. The Principal's Nominee monitors the completion of actions and evaluates the impact of changes for expected improvement.

The Principal's Nominee is aware of where additional change is required and works to provide the necessary support to further the teacher's understanding of the standard and to inform changes to assessment tasks and grade decisions. This includes changing the grade verifier, using the query and appeal function in the moderation application, requesting a clarification, using Pūtake, NZQA's Learning Management System, and support from subject associations or best practice workshops. Teachers also regularly suggest standards for moderation they want feedback on.

The school's moderation history indicates high levels of teacher judgements consistent with the standard. This is evidence of the school's robust internal moderation processes and effective response to external moderation feedback.

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)

Mairehau High School focuses strategically on improving student presence, engagement and achievement. The school improves student outcomes by setting high expectations of student attainment and meeting students' needs through developing and delivering quality learning and assessment experiences. Success is underpinned by positive relationships between teachers and students and engagement with whānau in a supportive and inclusive school environment.

The school prioritises building the professional leadership, ownership, and capability of teachers. The experienced Principal's Nominee effectively leads and collaborates with teachers and students to ensure accountability for NCEA assessment practice. She regularly reviews school procedures and teacher practice for improvement,

meeting with Learning Team Leaders to discuss assessment matters and provide support, where needed. Teachers participating in the review appreciated the Principal's Nominee's knowledge and willingness to guide and support them.

Targeted teaching and learning to support literacy and numeracy attainment

Mairehau High School prioritises the acceleration of students' literacy and numeracy competencies as many students enter the school with low levels of literacy and numeracy. They recognise the importance of these skills for students' academic success, qualification attainment and opportunities in their future lives. The school has committed resources to a number of targeted strategies to improve achievement outcomes.

In 2023 support teachers of literacy and numeracy were appointed. These teachers provide support in a number of ways including working one-on-one or with small groups, developing individual learning plans, and providing in-class support as needed. These teachers focus on early intervention in the junior school, and Year 11 and 12 students to remove barriers to gaining qualifications.

Teacher professional learning has strengthened effective practice to teach these skills. A cross-curricular approach, including using specialised instructional materials is adopted. The school's multi-pronged approach develops student readiness for assessment of the literacy and numeracy co-requisites. The school values whānau engagement and support of students' learning. Senior leaders regularly evaluate the progress data and review the effectiveness of the strategies implemented. They consider students and their whānau are receptive to the school's approach.

Targeted achievement strategy This term the school has implemented additional focussed teaching and assessment opportunities in response to the Year 11 lower levels of attainment, identified through close monitoring of achievement outcomes. This initiative highlights the school's priority of supporting students to achieve. These students are required to attend an additional class for further support with learning and assessment, in lieu of an at-home study period. The staff have rallied together, in many cases forfeiting a non-contact to provide targeted numeracy learning in small groups, catch-up of missed practical activities and other work, and additional learning and assessment opportunities in work and study skills. Students can negotiate to continue working on internal assessment at this time with their teacher. Year 13 mentors work alongside teachers to provide assistance. Whānau actively support this initiative, ensuring their student remains onsite to access the available learning.

Enhanced achievement analysis to inform teaching and assessment

programmes and school-wide strategic direction The school has standardised the reporting format used by teachers and Learning Team Leaders to reflect on student achievement and annually report to the School Board. Reporting on common indicators allows consistent, effective evidence-based analysis including across subjects and groups, and the identification of trends, areas of strength, where barriers need to be addressed and improvement is needed at student, cohort and school level.

Teachers reflect on their learning and assessment practice and student results for each class. Learning Team Leaders summarise the outcomes in their report to the Board. The Board keenly interrogate the evidence-based evaluations and provide summary feedback on progress to learning areas.

At each level of the school self-review centres on developing learning and assessment pathways to best meet individual and qualification needs of students,

with a focus on equity for priority learners. The school actively seeks and responds to feedback from students and whānau. Teachers adjust standards, assessment tasks and modes, and provide authentic contexts to reflect student culture, interests and learning preferences.

Preparation for the NCEA Change Programme The school's involvement in digital exams has enabled their effective delivery of the literacy and numeracy co-requisite and should ensure their smooth transition to the digital-first approach of the changed qualification. For the past three years over one-third of exam results were digital. The school identified that the use of the NZQA digital assessment platform is supporting teacher confidence to run assessments, addressing student access needs, and testing the school's IT infrastructure, with time to resolve any problems that arise.

The school has evaluated the significant changes resulting from the NCEA Change Programme. Teachers have considered the implications of assessing fewer, larger standards on students accessing learning and assessment opportunities. They are reviewing teaching and assessment practices to support readiness for implementation in 2024.

The school's strategic priorities focus on continuous improvement through effective self-review, to support student engagement in learning and assessment and the management of change. School-wide collaboration, distributed leadership and shared ownership support the identification and resolution of assessment practice and quality assurance issues to maintain the integrity of the qualification.

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, TEO's assessing Achievement Standards and Candidates 2023)

Tailored pathways and support address student needs Mairehau High School is committed to providing flexible and meaningful learning and assessment pathways for each student. The school uses the flexibility of the NCEA model to respond to student's pathway choices, to further student engagement and achievement. Teachers are responsive to individual student's needs based on knowing their students.

The school's engagement of students in learning and assessment is key to improved achievement outcomes. The school provides a range of differentiated academic and vocational pathways, including using tertiary providers, to cater to the varied and changing attainment and qualification needs of students. Evidence of the diversity of opportunities offered is the high proportion, around a quarter, of results reported using external provider codes. High levels of involvement in kapa haka and other Te Ao Māori cultural activities is extending study and assessment opportunities; for example, in Te Ao Haka and tikanga. Multi-level classes also ensure greater subject choice to meet student needs. Whānau are kept informed and are involved in pathway decision-making.

The Year 12/13 Dean, Assistant Principal, and Careers and Guidance staff hold monthly pathways meetings regarding Year 12 and 13 students, to confirm that their chosen pathway aligns with their aspirations and interests. These key staff mentor and support students, working alongside other teachers, to set goals and access future educational, vocational, or work opportunities that the student intends to pursue.

Flexible assessment practice and appropriate support promotes student engagement in learning and assessment opportunities and achievement. Students are assessed when ready, as appropriate. Teachers use rubrics extensively to make explicit the key requirements of the assessment.

Students interviewed for the review stated they value the positive relationships with teachers and their support to attain their assessment goals. They indicated their teachers were approachable and responsive to their needs and provided constructive feedback.

Support for students requiring Special Assessment Conditions The school effectively identifies and assesses students to support applications for entitlement to special assessment conditions, reflected in the high levels accessing support, thereby removing barriers to fair assessment and achievement. School-based evidence is used to support all applications. Staff are well informed of student entitlements and appropriate assistance is provided for internal assessment and external examinations.

Recording derived grade quality assurance processes The review identified, and the school agreed that documentation of derived grade quality assurance processes is required. This record will provide confirmation that assessor decisions are consistent with the standard when reported as a derived grade. The Principal's Nominee is considering adding the recording of these processes to the quality assurance document completed by Learning Team Leaders at the commencement of each year.

Teachers interviewed are using practice examinations or assessments that had been critiqued prior to use and a verification or justification process to check that grades awarded are valid. The next step for the school is to hold evidence of these processes and to identify and resolve any issues that arise.

The *NZQA Derived Grade Report* could be used as the justification process where there is a pattern of high correlation between derived and final grades for single subject teachers, where a suitably qualified "second pair of eyes" is not available to verify grades. The grades can be justified because evidence exists that the teacher's judgements are consistent with the standard.

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, TEO's assessing Achievement Standards and Candidates 2023)

The school's processes to ensure internal moderation effectively assures assessment decisions are robust. Learning Team Leaders take responsibility for monitoring the quality of assessor grades and completion of internal moderation steps and provide additional support for teachers new to NCEA. The school has introduced the option of using the internal moderation functionality on the Student Management System which provides an accessible and transparent view of processes. The Principal's Nominee has school-wide oversight of the quality assurance of moderation processes for Learning Areas and checks that actual processes match Learning Area records. She meets with each Learning Team Leader individually to discuss quality assurance processes and identify any support needed. This check on school processes and

NZQA requirements for effective quality assurance enables any issues to be identified and helps ensure school-wide consistency of practice. Senior leaders can be confident that results reported are credible because of effective internal moderation processes conducted in Learning Areas.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mairehau 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 focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Mairehau 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Mairehau 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.

Mairehau 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

Mairehau 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Mairehau 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

Effective communication to inform staff, students and their families / whānau about assessment

Mairehau 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
- celebrating students' success.

Mairehau 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 Mairehau 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 / whānau.

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
- *Mairehau High School 2023 Charter*
- *Mairehau High School Evaluation of Student Progress and Achievement*
- *Mairehau High School Senior Assessment Guidelines for Staff 2023 (Staff Handbook)*
- *Mairehau High School Senior Assessment Guidelines for Students 2023 (Staff Handbook)*

The School Relationship Manager met with:

- the Principal's Nominee
- Learning Team Leaders for:
 - Careers / Transition
 - Digital; Technologies
 - English
 - Humanities
 - Mathematics
 - Science
- three students.

There was a report-back session with the Principal / Tumuaki 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.