

# **Managing National Assessment Report**

**Lincoln High School | Te  
Kura Tuarua o Waihora**

**May 2023**

## **FINDINGS OF THIS REVIEW**

### **Lincoln High School | Te Kura Tuarua o Waihora**

**24 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 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 2021.

## Actions and considerations

### Agreed action

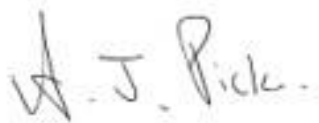
The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. It is:

Action	Timeframe
<b>External and internal review</b>	
Ensure that in all subject areas internal standard entries accurately reflect a student's assessment programme	To meet end of year reporting deadlines

### For consideration

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

- including the NZQA Derived Grade Profile report in the annual Learning Area results review process
- the best timing to effectively introduce and reinforce information about NZQA assessment.



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28 August 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 24 May 2017 Managing National Assessment Report** The review identified a need to ensure all internal entries had a result reported or were withdrawn if the student did not have an adequate assessment opportunity. This was due to students who left during the year not being included in data checks and was resolved through adding a check in the leaving process. There are still a number of internal entries without a result, but this is now due to some outlier practice in a small number of subject areas. The school must ensure that internal entries are managed in all subject areas to ensure students have an accurate assessment programme recorded.

The school has fully resolved two actions linked to moderation practices and one to update staff and student communications. These improvements have helped ensure that moderation practices are consistent.

**External moderation response to outcomes and processes** The school has a clear solution focused process led by the Principal's Nominee to follow up issues raised in individual moderation reports. Staff see engaging in external moderation as a positive experience and a valuable opportunity to receive feedback and guidance, enabling them to refine their assessment judgments as needed. Where a report needs follow up the teacher responsible for the standard shares an action plan, including an implementation timeline, with the Principal's Nominee who checks on the effective completion of the action. The Principal's Nominee is considering updating the action process to have the Heads of Learning Area sign off effective completion as they can monitor progress more closely, whilst the Principal's Nominee retains oversight.

The school's moderation history has shown their actions usually resolve issues with a standard and/or in a subject area. The Principal's Nominee is aware of where further support is required and reviews the situation and alters strategies accordingly.

External moderation where a Work Development Council is the standard setting body follows the same process.

### 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)*

The school embraces review, placing a strong emphasis on making changes that effectively cater to meeting the needs of its students. These changes are underpinned by a shared vision that aims to facilitate student engagement through personalised pathways. The evaluation of such changes is grounded in data driven analysis utilising both qualitative and quantitative information where possible. The school's senior leadership team drives whole school change that actively involves staff, students and whānau in shaping the changes. These approaches ensure effective self-review that enables improvements as well as identifying and resolving issues effectively.

Central to current changes is an innovative and adaptable curriculum design, allowing for breadth and flexibility. This design is based on semesters and does not focus on NCEA Level 1 as an outcome for Year 11 students. This overall change is supported by many smaller changes such as:

- aligning the timetable for all year groups so students can easily access courses outside their year level
- the removal of core classes in the junior school to increase flexibility of course choice
- contextualised courses to encourage student engagement
- keeping pathways open to students through replacing course entrance requirements with recommendations
- resourcing a flexible learning room to provide focused support to students when required
- allowing students to choose if learning support happens through a withdrawal programme or in-class support
- increased emphasis for students to participate in course selection afternoons so they can start the following year with a settled programme.

From 2019 the school has followed a clear curriculum plan, considering national changes, covering consultation and implementation with regular opportunities for review and modifications. The next planned phase is to introduce semester courses in Year 12 and 13 timed to align with changes to the Achievement Standards. This will allow students to engage in a mix of full year courses and/or shorter courses depending upon their qualification goals.

Data is used at both the whole school level and within learning areas to evaluate the outcomes of changes and implement necessary improvements. For the last three years at the end of each semester students, subject teachers and Linc (tutor) teachers have been surveyed on their experience. Results have confirmed that courses encompass a broader range of materials that are explored in greater depth. This includes accessing some Level 2 NCEA assessment in Year 11 which has contributed to improved assessment outcomes in Year 12. Additionally, it has also shown that this approach has met students' pathway choices, and fostered increased engagement. It highlighted that students are driven by their interest in the courses rather than opportunity to gain NCEA credits. Where learning area reviews have identified changes at Year 11 that have negatively impacted on Level 2 courses, adjustments have been made to Year 11, and if necessary, junior courses to ensure the missing skills are covered.

The annual learning area review commences with individual teacher reflection, progressing through to the Heads of Learning Area presenting to the board. Discussion with both the Principal and their line manager in senior management are held to further explore the outcomes and implication of the review, contributing to a school-wide review and learning area changes. One learning area has included NZQA's new Derived Grade Profile report in their review process and the school should consider incorporating this as part of their annual result review process.

The Principal's Nominee reviews NCEA related processes. A recent focus has been to improve access to assessment related data. This includes providing fortnightly data to the Senior Leadership Team and Year Level Tutors so they can track priority groups and monitor individual student progress to enable support where needed. The Principal's Nominee has also devolved the setting up of markbooks in the student management system to Heads of Learning, whilst maintaining oversight. This is

intended to enable students to start their goal setting and tracking with Linc teachers earlier in Term 1.

## **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).*

**Clear process to enable students to transition out of school during Year 12 with an appropriate qualification** As the school does not aim to provide the opportunity for students to gain a qualification in Year 11, there is a clear process to enable Year 12 students to complete a qualification during the year and move on with the next step in their pathway outside school. This is accomplished by identifying this as a goal in Year 11, enabling students to start to actively work towards achieving the assessment results or qualifications required for an outcome such as entry into a Tertiary course in the second semester or beyond.

**Assessment information to students** The students interviewed knew where to access information and the different people they could talk to if they have any assessment concerns. They have access to a handbook which is regularly updated, written in appropriate language and focuses on enabling students to follow process correctly.

The students did have some gaps in their understanding of how NCEA works as a qualification. With Year 11 students not engaged in a full NCEA assessment programme the school should consider the best timing to effectively introduce and reinforce this information.

## **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).*

**Staff engage in effective monitoring of internal moderation** The school has robust processes to ensure internal moderation effectively assures assessment decisions. Heads of Learning Area monitor the completion of internal moderation with many departments moving to an online process, with the Assistant Head in one large learning area investigating using the Student Management System to assist in this process. The Principal's Nominee visits each Learning Area plus Learning Support and Careers annually to check that actual process matches Learning Area records. He runs through a Quality Assurance checklist covering NZQA and school process, and then conducts follow up visits and further checks as required.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Lincoln High School | Te Kura Tuarua o Waihora has effective processes and procedures for meeting the assessment needs of its students by:**

- designing coherent programmes of learning and assessment that 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
- 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
- engaging in literacy and numeracy pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Lincoln 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**

**Lincoln High School | Te Kura Tuarua o Waihora 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.

**Lincoln High School | Te Kura Tuarua o Waihora 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**

**Lincoln High School | Te Kura Tuarua o Waihora 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.

**Lincoln High School | Te Kura Tuarua o Waihora 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
- ensuring low levels of late external entries
- 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 whānau about assessment**

**Lincoln High School | Te Kura Tuarua o Waihora 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.

**Lincoln High School | Te Kura Tuarua o Waihora 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 Lincoln High School | Te Kura Tuarua o Waihora:**

- 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 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
- *Lincoln High School / Te Kura Tuarua o Waihora Year 11-13 Assessment Procedures Student Handbook 2023*
- *Lincoln High School / Te Kura Tuarua o Waihora NCEA Assessment Procedures Staff Handbook 2023*
- *Lincoln High School / Te Kura Tuarua o Waihora 2023 Charter.*

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning Area for:
  - English
  - Languages
  - Science
  - Social Sciences
  - Technology
- Assistant Head of Learning Area Science and Teacher in Charge of Physics
- 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.