

Managing National Assessment Report

Mountainview High School

May 2022

FINDINGS OF THIS REVIEW

Mountainview High School

18 May 2022

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 2021*.

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
Credible assessment practice to meet student needs	
The Principal's Nominee needs to monitor that internal and external entries and results data are reported accurately to NZQA in order to: <ul style="list-style-type: none">• minimise late exam entries, support the Exam Centre Manager's planning and ensure the correct standards populate the External Moderation plan, by ensuring that:<ul style="list-style-type: none">○ internal entries have a result reported, or are withdrawn, if there has not been an adequate assessment opportunity○ teachers check external entries are complete and accurate○ the correct Provider Code is used for transferring students.	By 1 December By 1 September Immediately
The Principal's Nominee needs to develop a process to ensure Unexpected Event Grades are submitted for all external standards students are entered into.	Immediately

Action	Timeframe
Credible assessment practice to meet student needs	
The school must create a process to support students to register for their Student and Learners login, so they can access the functions it provides.	Immediately
Quality assurance to ensure the reporting of credible results	
The Principal's Nominee's monitoring of internal moderation needs to: <ul style="list-style-type: none"> clarify the meaning of sufficiency with teachers when they select student work for verification check that student work for internal moderation is purposefully selected around grade boundaries check the number of pieces of student work teachers send to avoid over verification and help to manage verifier workload. 	Immediately.
The school needs to strengthen external moderation follow-up by evaluating how effectively action plans resolve issues identified by NZQA moderators.	From 1 September

For consideration

To extend good practice in supporting assessment practice and achievement outcomes, teachers are encouraged to consider:

- following the critiquing steps indicated on the *Internal Moderation Cover Sheet* and routinely check the clarifications, access quality exemplars and explicitly align their grade judgments with the standard's achievement criteria.

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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 21 September 2017 Managing National Assessment Report

Two of the four agreed actions from the 2017 report have been effectively resolved by clarifying the requirements for resubmission opportunities and providing course outlines in a consistent, easy-to-follow format.

The action regarding the meaning of sufficiency when making a purposeful selection for internal moderation grade verification is still not embedded across all learning areas. Some of the teachers interviewed reported selecting eight pieces minimum for grade verification. Further clarification with teachers is required as there is no fixed, or predetermined, number of pieces of student work that must be verified.

In 2021, the number of internal entries without a result reported was almost 10 percent of all internal entries, an increase over the previous two years. More robust checking processes need to be implemented to ensure that a grade is reported for all internal entries, or that the entry is withdrawn where a student has not had an adequate assessment opportunity. This step helps ensure students can gain the credits they need to complete their qualification.

External moderation processes and response to outcomes In 2021, incorrect use of the school's Provider Code for a transferring student meant the school had a higher than expected number of *Materials Not Received* reports. This error together with one learning area sending the wrong work for external moderation, adversely impacted the school's overall outcomes in the 2021 external moderation round.

The school has a system for responding to external moderation reports for standards where teacher judgments were found to be Not Consistent or Not Yet Consistent with the national standard. A necessary next step is to evaluate whether the action in response to moderator feedback satisfactorily resolves the issue in any future assessment of the same standard.

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)

Mountainview High School is using its own processes of self-review based on data analysis and staff/student voice to implement changes that will improve achievement outcomes for all students.

The school has strengthened its commitment to honouring the unique position of Māori and Māori culture in its whānau-based school community. Most students identifying as Māori arrive in Year 9 from a total immersion contributing school. The school's leadership is committed to ensuring these students have a sense of belonging and a place to stand when they transition to Mountainview High School.

Since 2017, a range of strategic actions has improved the engagement and retention of Māori students and their NCEA achievement outcomes have substantially improved. The introduction of the Mountainview High School Māori Education Plan in 2017 has provided a framework for planned improvements to achievement outcomes and cultural inclusivity, including the:

- appointment of a Māori specialist teacher
- participation by the whole school in Māori Performing Arts
- introduction of te reo Māori and Tikanga Māori within everyday practice
- adoption of five separate Māori values, which combine like a braided river, known collectively as *Te Awa*
- professional development for all staff around culturally responsive and relational pedagogy
- consultation with and involvement of Kura Whānau in all aspects of the school's operations
- participation in a cultural audit in 2022 to enable the school to identify schoolwide strengths, areas for growth and create an action plan for a sustainable and positive school culture
- construction of a wharenuī designed to create a mana whenua in the heart of the school.

Mountainview High School's "biggest shift" has been the introduction of its whānau-based ako system to reflect the school's refreshed values and honour its initial conception as a whānau learning environment. This relational approach has strengthened the tracking of student academic progress and improved the monitoring of student well-being, a priority for the school in the aftermath of the COVID disruption. Each whānau is further divided into small, vertical groupings of students, who meet with their Ako teacher three times a week. The Ako teacher is the first point of contact with home, tracking each student's progress, identifying students "at risk" and liaising with teachers to implement appropriate interventions as required. The three whānau leaders provide strong wrap around support, leading to improved outcomes for students at Levels 2 and 3 in particular, over the past five years.

The expanded role of the Ako teacher has produced more effective use of achievement data to ensure student success. Ako teachers are informed by achievement and attendance data available through the Student Management System and use a traffic light system to monitor the progress of every senior student. The Senior Leadership Team (SLT) has access to a web-based application that provides an additional interface to drill down and filter data for individuals and target groups of students.

As a result of its 2019 curriculum review, the school replaced its semesterised programmes and 95 minute teaching periods with full year programmes and periods of 75 minutes length. This has given senior students greater subject choice in pursuit of their qualifications goals leading to improved NCEA outcomes, most noticeably at NCEA Levels 2 and 3. The introduction of timetabled study sessions for Year 12 and 13, supervised by a member of SLT, provides an extra layer of support towards the attainment of NCEA qualifications, University Entrance and endorsement awards.

The school's Strategic Plan 2022-2025 addresses the issue that literacy and numeracy competencies in Years 9 - 11 have been impacted by the pandemic. It provides a range of strategies to prepare students for the new Literacy and Numeracy Co-requisite when it is introduced. The school has advertised for a Literacy/Numeracy Co-ordinator to work across the whole school and to further develop the use of the PaCT tool in the junior school with the aim of improving the way teachers report gaps in students' learning progressions in reading, writing and numeracy.

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 2021 5.1 – 5.7)

Improve checking processes to ensure accurate achievement data is sent to NZQA

In 2021, a number of data errors and inaccuracies created issues for the Exam Centre Manager and affected the overall outcomes from External Moderation. The Principal's Nominee must ensure that:

- internal entries have a result reported, or are withdrawn, if there has not been an adequate assessment opportunity
- teachers check external entries are complete and accurate prior to 1 September, including checking the use of students' preferred and legal names, avoiding double entries and ensuring students are entered into the correct standards
- the correct Provider Code is used for transferring students to accurately report assessment undertaken
- Key Indicators and NZQA reports are checked to identify and resolve any errors.

Improve the accuracy of written communications for staff and students The staff and student handbooks contained inaccuracies and inconsistencies, which are confusing for teachers and a potential risk to the credibility of the qualification. For example, outdated NZQA Mythbusters could be found alongside NZQA's new requirements for resubmissions and external moderation.

Although the school communicates assessment policy and procedures verbally, digitally and in person to staff, students and their families, accurate handbooks should provide reliable, consistent and up-to-date information to support assessment Best Practice. These documents must be reviewed annually to ensure they remain fit for purpose and current. A second pair of eyes would strengthen the review of these documents.

Encourage all students to use their Students and Learners Login The school must support students to register their login, so they can access the functions it provides. As of January 2021, only 52 percent of senior students had registered for their NZQA Student and Learner Login. It is through their Login that students can access NZQA digital assessment, and:

- check the accuracy of their entries and the results reported to NZQA
- order copies of their qualification certificates
- request reviews or reconsiderations of external examination papers, and
- print an official copy of their Record of Achievement.

Improve the number of Unexpected Event Grades submitted to NZQA In 2021, the school only submitted unexpected event grades for 52 percent of its external entries, prior to the external assessment. Under section 5.5 c. of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2022*, schools are required to submit unexpected event grades to NZQA, prior to the start of the external examinations, so that these are available if NZQA activates the unexpected event grade process. This step helps ensure students can gain the credits they need to complete their qualification.

Quality assurance to ensure the reporting of credible results

Evidence of internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Improved uptake of digitally submitted work for external moderation

Approximately 60 percent of the work the school sent to NZQA for external moderation in 2021 was submitted digitally, which is a pleasing improvement over previous years. Digital storage enables the Principal's Nominee to check that the correct work is available, prior to submission, in order to avoid *Materials Not Received* reports and is an opportunity to check the work meets NZQA's new requirements.

Strengthen critiquing process prior to assessing a standard Some external moderation reports revealed that teachers had missed changes notified through the clarifications. If teachers routinely follow the critiquing steps indicated on the *Internal Moderation Cover Sheet*, this will help ensure that their grade judgments reflect the standard's achievement criteria. Sole charge teachers or teachers assessing a standard for the first time can seek additional guidance from the NZQA moderator by using the *Request for clarification of an internally assessed standard* form on the NZQA website.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mountainview 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 and 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 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.

Mountainview 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

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

- 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.

Mountainview 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.

Effective management and use of assessment-related data

Mountainview 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.

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

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

Mountainview High School has effective processes and procedures for:

- 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.

Mountainview 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 Mountainview 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 2021* (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:

- 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:

- a range of 2022 Learning Area *Board of Trustees* reports
- course outlines for all courses in Years 11, 12 and 13
- Curriculum Report 2022
- information on their actions and self-review since the last Managing National Assessment report
- *Mountainview High School Assessment Policy*
- *Mountainview High School Assessment Procedures Handbook 2022* (Staff Handbook)
- *Mountainview High School Charter*
- *Mountainview High School Internal Review and Evaluation Document*
- *Mountainview High School Senior Student Handbook 2022*
- *Review Process at Mountainview High School.*

The School Relationship Manager met with:

- the Principal
- Deputy Principal – (Learning design, reporting & assessment)
- Heads of Learning Area for:
 - Arts
 - Mathematics
 - Physical Education and Health
 - Science
 - Social Sciences
- three students.

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