

Managing National Assessment Report

Dunstan High School

May 2024

FINDINGS OF THIS REVIEW

Dunstan High School

1 May 2024

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 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 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 | |
| Continue to review and update staff and student assessment documents so that current and consistent information is readily available | Complete for the start of the 2025 school year |
| Ensure that memoranda of understanding with external providers are up to date and readily available | Before further assessments are completed with external providers |
| Internal moderation to ensure the reporting of credible results | |
| Reconcile internal moderation with actual practice through the use of an effective tracking system, such as that provided in the school's student management system. | As internal moderation is completed in 2024 |

For consideration

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

- encouraging teachers to make further use of NZQA assessor resources, including the courses available in NZQA's learning management system, Pūtake.

A handwritten signature in black ink that reads "A. J. Picken." The signature is written in a cursive style with a period at the end.

Amanda Picken
Manager
School Quality Assurance and Liaison

20 May 2024

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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 4 April 2019 Managing National Assessment Report Dunstan High School has made good progress in addressing each of the agreed action items in the previous Managing National Assessment report.

The current Principal's Nominee has taken responsibility for ensuring that all entries in internal standards made to NZQA have a result reported or are withdrawn if there has not been an adequate opportunity for students to be assessed. The Principal's Nominee will use the functionality of the school's student management system (SMS) to continue to improve data accuracy in 2024.

Staff and student assessment handbooks have been reviewed since the previous review to communicate up to date school assessment policies and procedures. Ongoing review is still needed to keep them current, as detailed elsewhere in this report.

External moderation response to outcomes and processes The school has effective systems to respond to external moderation feedback. All Heads of Faculty review their moderation feedback and make changes to assessment tasks and teacher practice in accordance with moderator recommendations, including for assessor judgements that have been found to be Consistent with the standard. Action plans are documented by the Principal's Nominee and monitored in discussion with Heads of Faculty.

Heads of Faculty are familiar with a range of means to improve assessor practice as a result of moderation feedback. These include seeking alternative verifiers outside the school, using moderation query and feedback functions, and ensuring that all teachers have access to exemplars and previous moderation feedback before a standard is used again. Teachers value the external moderation process for the professional learning opportunity it presents.

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)

Shared assessment leadership There is an effective model of shared leadership of assessment in Dunstan High School, in which the Principal's Nominee and Heads of Faculty work together to review and give effect to school policies and procedures. At the time of this review an Acting Principal had been in place for much of the previous year, with a new Principal due to begin in term three. School self-review has continued throughout this period of change. Each Head of Faculty completes their own analysis of outcomes, reports to the Board of Trustees and works towards the school's annual targets. Policies related to assessment practice are discussed in Heads of Faculty meetings and systems implemented by both these middle leaders and the Principal's Nominee.

Literacy and Numeracy co-requisite implementation Dunstan High School has continually reviewed its approach to assessing for the NCEA co-requisite since it

began assessing for these standards in 2022. The current approach incorporates a range of strategies to promote equitable entries and outcomes, whānau and student engagement, and shared ownership of literacy and numeracy skill-building across all subject teachers. The school is now turning its attention to supporting identified at-risk learners to be ready to be assessed, through both targeted teaching and learning and providing special assessment conditions as appropriate.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Assessment policies and practices The school must continue to review and update staff and student assessment documents so that current and consistent information is readily available. Existing staff and student assessment handbooks do not accurately reflect current practice, and there is therefore a risk of inconsistent understanding and practice across the school. Some areas that require updating include authenticity, moderation processes, derived grades, and managing missed assessments. As school-wide communications are updated, assessment policy information should be removed from subject course outlines so that there is one shared source of accurate information and potential ambiguity is removed.

Special Assessment Conditions (SAC) The school has effective practices for ensuring that identified students have access to SAC and that this is resourced by the school. The majority of the school's applications are made using school-based evidence. The external examination results of students with SAC entitlements have been analysed by the school to determine the effectiveness of the support provided, demonstrating that with this support students were able to achieve external results in line with their capabilities.

Standards assessed by external providers The school must ensure that memoranda of understanding (MOUs) with external providers are up to date and readily available. At present, MOUs are retained within faculties at Dunstan High School with no regular check of their currency and accuracy. Schools must have agreements with external providers that clarify each party's roles and responsibilities in regard to assessment policy and practices, moderation and reporting.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Strengthen the monitoring of internal moderation The school needs to implement a system that provides for more effective and timely monitoring of internal moderation at the Principal's Nominee and senior leader levels. The school is beginning to use its student management system to record the internal moderation process across all faculties. When this is fully implemented it will give Heads of Faculty and senior leaders an ongoing overview of critiquing and verification for each standard. Staff interviewed for this review were optimistic about the potential of a streamlined process to reduce workload and ensure easier access to moderation records and student work.

The school could consider encouraging teachers to make further use of NZQA assessor resources, including courses available on NZQA's learning management system, Pūtake. Dunstan High School teachers are familiar with moderator clarification documents and exemplars and use these to ensure they have a current understanding of the standard. As subject-specific assessment support is increasingly available on Pūtake, this will become a key resource for all teachers, especially those new to the subject or to standards-based assessment.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Dunstan 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 culturally appropriate 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 support for students at risk of not achieving literacy and numeracy or their qualification goals.

Dunstan 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Dunstan 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 .

Dunstan 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

Dunstan 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Dunstan 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
- 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

Dunstan 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.

Dunstan High School assists common understanding of assessment practice by:

- 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 Dunstan 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 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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *Staff Policies and Procedures, Dunstan High School, 2021.*
- *Student Assessment Information, Dunstan High School, 2024.*
- *Curriculum Plan 2022, Dunstan High School.*

The School Relationship Manager met with:

- the Principal's Nominee
- Acting Principal
- Heads of Faculty for:
 - Arts
 - Language
 - Mathematics
 - Technology
 - Science
- Teacher in Charge of Commerce
- three students.

There was a report-back session with the Acting 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.