

Managing National Assessment Report

Wakatipu High School

April 2023

FINDINGS OF THIS REVIEW

Wakatipu High School

27 April 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 and considerations

For consideration

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

- updating student and staff documentation to ensure that information and terminologies used are consistent across all documents.

No action required

The school has no action items relating to the quality of their assessment systems.

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15 December 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 9 August 2018 Managing National Assessment Report The two items from the 2018 Managing National Assessment Report have been addressed by the school. More students are registered with their NZQA Learner login so they can benefit from the wide range of applications available to them such as checking reported results' accuracy and accessing reconsiderations. The need to be registered to access online assessments is the key reason for the increase in students registering with their NZQA Learner Logins.

Since the last review shared access to outcomes of senior leaders' monitoring of internal moderation across the senior school has been successfully introduced. The online shared drive and its use in the school's internal moderation processes is now embedded practice in the senior school. This enhances the school's commitment to, and school-wide understanding of, its own robust internal moderation processes. It also helps mitigate possible issues that may arise from personnel changes.

External moderation response to outcomes and processes Where necessary, the school has made highly effective responses to constructive feedback from external moderation. Over recent years, there has been a high level of consistency between Wakatipu High School teacher judgements and the standard reported by NZQA moderators.

On the few occasions where material has not been received or Not Consistent results have been determined by NZQA moderators, the school has taken lessons from the experience; sharing feedback to grow understanding across all departments. One of the two recent Materials Not Received (MNR) outcomes was attributed to a new teacher who did not fully understand the internal moderation requirements of the school. The lesson in this circumstance, was to provide robust assessment guidance to all new teachers to the school, including those with recent New Zealand teaching experience. The other MNR was due to corrupted video evidence for which new technology is now being used by the department.

The school has demonstrated confidence in its assessment practice, through sending border-line material at each level and including student work graded by teachers at the Excellence level for external moderation. This has allowed the school not only to focus on the accuracy of its assessment judgements at this level, but it has also meant that teachers have raised expectations in driving students to focus on excellence. It is assuring for Senior Managers that from 95 Excellence level submissions from a range of subjects over recent years, 93 were confirmed by the Moderators. This level of teacher accuracy ensures the school has a high degree of certainty around the effectiveness of teacher assessment judgements and confidence in assessment practice.

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)

School-wide self-review is an expected and well-embedded practice, led by thorough, informed data analysis and transparent initiatives which focus on improvement. Robust review practice is championed by senior leaders, but input is encouraged across all levels, with examples of good self-review shared by all teachers. These include the introduction of a new platform, Power BI, for analysing results data, teachers experimenting with different standards to match student interests and abilities, evaluating how ready students are and preparing them for online assessment, and involving most Year 10 students in the Literacy/Numeracy corequisite assessments.

Developing relationships help the school to be progressive in striving to achieve its own assessment goals and also provide valuable insights into developments across the country which can be applied in its own unique setting. The school has existing connections and is developing new connections with other successful schools nationwide with whom it shares best practice in line with achieving goals and remedies to issues identified through thorough data analysis. This is ongoing, with current connections being sought with other mainstream co-educational schools that have high achievement for Māori students. While Māori student achievement at Wakatipu High School is high compared to other schools in its decile range, it is still not as high as its own general student population.

Teachers at Wakatipu High School have embraced the open-plan structure of their new school. They appreciate that learning and assessment does not take place in silos and with open space there is a culture of sharing understanding and expertise across subjects. This positive culture is modelled from the top where initiatives such as the 'HOLA walks' around the school with the principal were so successful the initiative now includes 'walks' with classroom teachers. This requires teacher-release and is a real opportunity for all staff to observe and discuss good assessment and moderation practice across the whole school within all subjects.

Teachers are positive about such initiatives that support the strong sense of collegiality within the school, and which allow teachers to keep improving their own assessment practice.

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.)

Highly effective assessment practice Assessment practice at Wakatipu High School is highly effective, with a robust and consistent approach that ensures credibility across all NCEA subjects at all levels. Clear guidelines are adhered to, with assessment frameworks that outline key competencies and learning outcomes.

Assessment tasks align with the New Zealand Curriculum and are valid, reliable, and fair, with a range of assessment methods used, including time-bound assessments, essays, presentations, reports, and practical tasks.

Students receive clear assessment information and feedback from their teachers, enabling them to understand their progress, expectations and how to improve further. This consistent approach ensures confidence among students and allows them to progress towards their future work or education pathways with certainty and assurance.

Documentation to be updated School leaders intend to update the staff and student documents for 2024, in response to the new NCEA changes. This should also be used as an opportunity to ensure that terminology and information is consistent across all existing documentation.

Although all interviewed staff members and students were clear on assessment and moderation processes, some small inconsistencies were noted in the staff and student handbooks. These included inconsistent terminology within the documents which can be confusing. To support the clarity of information in both online documents, updates could also include providing links to the relevant NZQA or MOE web pages. This will further ensure that the current high level of assessment practice at Wakatipu High School continues.

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.)

Credible assessment results confirmed Senior leaders at Wakatipu High School are confident that results submitted to NZQA are credible. Thorough processes followed by all departments ensure the completion of internal moderation, with links to all assessment information including moderation discussion, stored in a shared drive, available to the Principal's Nominee. Most departments engage subject experts from across the country to support the verification of assessment judgements which further enhances the integrity of internal assessment at Wakatipu High School.

The school enjoys a high level of agreement with the national standard as reported by NZQA moderators despite senior management requiring borderline judgements and the selection of Excellence graded student work as part of the school selected sample for external moderation. Confirming the Excellence judgements across all subjects and levels gives teachers and students confidence they can aim for Excellence and be successful in doing so.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Wakatipu 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 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing expanding 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.

Wakatipu 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
- monitoring the authenticity of student work using a range of strategies
- 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

Wakatipu 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.

Wakatipu 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

Wakatipu 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.

Wakatipu 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.

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

Wakatipu 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, such as the holding of parent gatherings.

Wakatipu 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 Wakatipu 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 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:

- A sample of course outlines for Years 11, 12 and 13
- *Assessment Policy 2023 Student Guidelines* (Student Handbook)
- Information on their actions and self-review since the last Managing National Assessment report
- School data and analysis of academic results 2022
- *Wakatipu High School NCEA/NZQF Staff Handbook 2023, School NCEA/NZQF Policies and Guidelines and Quality Assurance Procedures* (Staff Handbook).

The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- Heads of Learning Area for:
 - Arts
 - English and Media
 - Health and Physical Education
 - Languages
 - Mathematics and Statistics
 - Social Sciences
 - Technology
- four 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.