

Managing National Assessment Report

Wakatipu High School

August 2018

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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2018* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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
- *Wakatipu High School NCEA/NZQF Staff Handbook 2018, School NCEA/NZQF Policies and Guidelines and Quality Assurance Procedures*
- *Assessment Policy 2018 Student Guidelines (Student Handbook)*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the:

- Principal's Nominee
- Senior Deputy Principal
- Head of Learning Area for:
 - English and Media
 - Social Sciences
 - Science
 - Technology
- three students.

There was a report-back session with the Senior Deputy 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.

SUMMARY

Wakatipu High School

23 August 2018

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to anticipate, identify and respond to issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

What the school is doing well

The school effectively demonstrates the capacity to undertake its own review and evaluation of the effectiveness of its NZQA assessment practices and procedures. Review processes are guided by senior management, and teacher and student voice, ensuring shared ownership of the process and outcomes. Self-review has led to improvement in assessment practice to better meet the needs of students. This includes further developments to assist in the management of student assessment workload and a focus on mentoring to guide students to better qualification outcomes.

Assessment processes are managed to meet the qualifications needs of students. The school provides differentiated assessment through multiple course choices in core subject areas, and individualisation of courses and assessment contexts. Assessment opportunities are extended by using external providers to offer courses and standards that the school would otherwise be unable to provide. Assessment practices are sound and consistently applied. These help students to improve their assessment outcomes by providing a range of opportunities tailored to their needs.

Robust internal and external moderation processes are embedded across the school. These ensure that any issues are identified and promptly resolved, and only credible results are reported to NZQA. This effective practice is reflected in the level of agreement between teacher and NZQA external moderator judgements.

Data management and use effectively support student achievement outcomes. Assessment data is managed to ensure results reported to NZQA are accurate and timely. Achievement data is analysed to review department practice and courses and to set strategic direction. It is also collated and shared with staff and students, enabling them to monitor progress, and to clearly identify and intervene with students at risk of not achieving a qualification.

The school has clear and open communications that allow staff, students and caregivers to successfully gain a common understanding of NZQA and school assessment procedures.

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2 November 2018

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 11 March 2015 Managing National Assessment Report

There were no action items from the previous Managing National Assessment Report.

Response to external moderation outcomes The school has effective processes to respond to external moderation. These ensure senior management are fully informed of issues and involved in the review of outcomes where required. Feedback from external moderation shows learning areas do not have widespread or ongoing concerns.

The Principal's Nominee reads each report and discusses both positives and negatives with the staff member concerned. Staff reflect on each report and are encouraged to seek clarification and/or appeal, and to request professional development where appropriate. Any required actions are discussed and recorded, and their completion checked by the Principal's Nominee. The Principal's Nominee analyses the moderation outcomes to check if there any patterns of issues that need to be addressed, such as the moderator not agreeing with assessor judgements for Excellence grades within a Learning Area.

The school has the same process for responding to external moderation conducted by Industry Training Organisations.

Response to data issues One subject area was identified by NZQA as having internal/external outliers in 2017. Through its own self-review processes the school had already identified the issue and investigated and put in place actions to effectively resolve the situation.

Internal review

Evidence for 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)

Self-review at Wakatipu High School is coordinated and relies on shared ownership. This approach provides assurance to senior management that concerns and potential improvements relating to assessment practices will be effectively identified and appropriately addressed. Self-review can be in response to identified issues or to explore potential improvements. It occurs through multiple processes and is data and/or research driven, with a focus on best meeting student need. Senior management model reflective practice and staff reflect on their own practice.

Heads of Learning Area meet individually with the Deputy Principal at least termly and discuss areas of focus and how they may fit in the school's strategic plan. Ideas can also be raised through the regular Curriculum and Assessment meetings. Student engagement surveys are conducted termly on different aspects. These are

used to inform staff of areas that may need review and to help measure the effect of changes. Staff work in professional development groups to explore potential areas of change, such as teaching and assessing in authentic contexts and assessing through cross-curricular topics.

The school has continued to focus on ensuring student workload is managed to support their achievement outcomes. In previous years the school reduced the number of assessments offered in courses to focus on the quality of assessment outcomes, rather than quantity of assessment. This has been built on through a review of the timetable structure resulting in students studying six courses rather than seven. This has increased student contact time for each course and reduced the number of courses staff teach. The change in structure also created space in the timetable for Ako time to support further development of the school's tracking and mentoring programme.

Other assessment related initiatives the school has introduced to improve current practice and enhance student achievement include:

- agreeing a four-week window to get assessment judgements back to students so they receive timely feedback and resubmission opportunities, though internal review shows meeting this timeline is still a work in progress
- fully engaging with digital external assessment for English, with the school currently reviewing whether this is leading to improved student outcomes
- moving courses such as Spanish, Japanese, Health and Art History from distance learning to school-based courses, as student demand increases, so that students have more direct teacher contact
- transforming the way the school's special assessment conditions team works to more easily gather relevant evidence to support applications
- establishing a full time Gateway coordinator role to improve the structure of the courses offered and better support student outcomes
- offering students the opportunity to pursue a self-selected passion/interest based course such as tattooing, covering assessment in chemistry and design. There has not been a wide take up of this option so far, so the school is reviewing how to best proceed
- adapting practices to best use the modern open learning environments that the school now has, to individualise learning and support student assessment outcomes.

Internal self-review is a continual process and many of the initiatives are still being reviewed as they develop. The school has future developments planned, including how to guide parents and students to understand the level of outside help that can be given in assessments without impacting on authenticity, and further developing programmes to extend students.

No action required

No issues with the school's response to NZQA external reviews or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 5.5)

Wakatipu High School has effective processes and procedures for meeting the assessment needs of their students by:

- extending assessment opportunities through using a range of external providers to deliver:
 - courses the school is unable to offer
 - assessment against standards related to career pathways
- guiding students to consider if distance learning courses are appropriate for their learning style
- ensuring that students potentially entitled to special assessment conditions are identified and support trialled
- clearly informing staff of students' special assessment conditions and readily providing appropriate assistance
- counselling students who are considering acceleration in a subject to ensure they are socially and academically able to cope, and understand how this supports their future pathways
- providing tutoring to students through a mixture of planned and ad hoc sessions.

Wakatipu High School has effective processes and procedures for:

- monitoring the authenticity of student work during the assessment and marking process, including the use of content matching software
- managing missed and late assessment, appeals and breaches of the assessment rules
- providing valid resubmission and further assessment opportunities
- collecting credible evidence of student achievement for derived grade applications
- meeting the requirements of the *Privacy Act 1993*.

Tailoring assessment opportunities to individuals The school caters to individual students' assessment needs within a course in a variety of ways. Some learning areas provide a few optional standards that students may select, and others negotiate withdrawal from certain standards where appropriate. Some departments offer students the opportunity to complete their assessment in self-selected contexts.

In Year 11 Science there is great flexibility in the standards assessed, and so students can build their own courses appropriate for their learning needs and pathways. Two courses are offered. Each has different core compulsory standards assessed in term one, with students then selecting their own assessment programmes for the rest of the year from a matrix of around 25 to 30 different standards.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)

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

- ensuring all new or modified assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work to ensure assessment judgements are consistent with the standard
- documenting the quality assurance process on an *Internal Moderation Cover Sheet*, which are mostly completed and shared digitally
- retaining and sharing work to be used as exemplars for students and benchmarking for assessor judgements
- following identical processes for moderating both Industry Training Organisation and NZQA administered standards.

Wakatipu High School has effective processes and procedures for managing external moderation by:

- ensuring student work is readily available for external moderation by being adequately stored and the Principal's Nominee knowing the location of the materials
- supporting teachers to suggest appropriate standards to be considered for inclusion in the moderation plan and negotiating appropriate changes
- encouraging staff to submit work soon after the internal moderation process is completed to receive timely feedback
- randomly selecting samples of student work for external moderation to meet current NZQA requirements.

Effective monitoring of internal moderation Processes assure senior management that all reported results are credible. Regular discussion between the Principal's Nominee and Deputy Principal results in them both being well informed of practices and any assessment quality issues that need to be managed. The school also carries out triennial department reviews that includes moderation procedures.

Teachers record detailed comments of their discussion of grade decisions on the Internal Moderation Cover Sheet and submit completed sheets to the Principal's Nominee. He reads the sheets and discusses them with the teacher, ensuring any concerns are rectified. He regularly reconciles the submitted sheets against the assessment calendar and follows up missing sheets with Heads of Learning Area.

Heads of Learning Area proactively monitor the completion of all aspects of internal moderation in their Learning Area. The internal moderation process is discussed annually as part of their review meetings with the Deputy Principal, both at the start and end of the year.

A centralised and shared record of the outcomes from the monitoring of internal moderation would better inform key personnel The school should consider developing a centralised and shared record of the outcomes from both the Principal's Nominee and Deputy Principal's monitoring of internal moderation. This would better inform senior management and mitigate possible issues arising from any personnel changes.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- keeping a centralised and shared record of the outcomes from the monitoring of internal moderation.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Wakatipu High School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - creating and regularly updating class profiles so staff have a clear picture of attainment and students at risk of not achieving
 - Heads of Learning Area analysing results with a focus on next steps, which informs the modification of courses and teaching practice
 - analysing results comparatively and longitudinally to set strategic direction
- **reports accurate achievement data by:**
 - reporting results to NZQA on a timely and regular basis
 - recording Not Achieved results or withdrawing student entries, as appropriate
 - having student, teacher and Principal's Nominee checks and sign off processes at key times during the year
 - closely managing late entries
 - only reporting results for standards the school has consent for, or against the correct code of outside providers with whom the school holds current memoranda of understanding
 - resolving any issues highlighted in the *Key Indicator Checklist*.

Student progress is effectively tracked and interventions put in place to improve achievement outcomes The school effectively uses data to track student progress, with a focus on improving student achievement outcomes. From term two onwards, Kaiārahi are given regular predictions of students' achievement for the rest of the year based on internal and formative external assessment results and the number of credits a student is entered for. This information is used to help students make informed decisions when discussing their next steps towards their assessment goals in Ako time.

Progress towards, and any necessary support for students gaining literacy and numeracy requirements is effectively managed by the Learning Support team.

Consider how the school can support students to continue to access the functions provided through their NZQA Learner login The school should consider how they can better support students to register their NZQA Learner login so they can access the functions it provides. When students do not register, they cannot apply for reconsiderations and/or reviews for external assessments, order certificates and their New Zealand Record of Achievement or check the reporting of results to NZQA. Historically over 90 percent of students at Wakatipu High School registered their Learner login, but this has started to drop in recent years.

The introduction of the facility for students to access their data in the student management system appears to have impacted on the number registering their

NZQA Learner login, although the school encourages students to register both their NZQA Learner login and use the student portal in the student management system to track their progress and check entries and results.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- how they can better support students to register their NZQA Learner login.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Wakatipu High School has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- publishing an assessment calendar online for students and parents to access
- aligning qualifications information on the school website, the student handbook and in the student management system portal
- publicising NZQA fees and financial assistance information
- reviewing communications to ensure they are fit for purpose and current.

Wakatipu High School assists common understanding of assessment practice by:

- using a variety of assemblies at key times in the year to brief students about assessment policy and procedures
- the Principal's Nominee reminding staff of NZQA related processes at the start of each year and targeted sharing of new information and reminders during the year
- presenting NZQA and school assessment related processes at a parent meeting in term one, and through emailed newsletters, the schools website and social media
- inducting new staff to familiarise them with assessment and moderation processes and expectations.

Students show a good understanding of school assessment procedures and how NCEA works The students interviewed could clearly explain how NCEA works. They understood school processes such as extensions, moderation, dealing with authenticity, derived grades and appeals, and felt their teachers applied them consistently.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.