

Managing National Assessment Report

Logan Park High School

June 2018

What this report is about

This report summarises NZQA's review of how effectively Logan Park 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
- *Logan Park High School, 2018 Staff Assessment Manual (Staff Handbook)*
- *Logan Park High School, NCEA Student Handbook 2018, Assessment Procedures*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee (who is a Co-Principal), Deputy Principal, three students, Heads of Department for Art and Languages, Deputy Head of Department for Science, and a teacher of Mathematics.

There was a report-back session with the other Co-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 action required.

SUMMARY

Logan Park High School

20 June 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 identify and respond to issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

The school demonstrates the capacity to undertake its own review and evaluation of the effectiveness of its NZQA assessment practices and procedures. Review is centred on how to best support student achievement and is based on student and teacher voice, as well as senior management's areas of focus. This helps ensure shared ownership of the process and outcomes. Recent self-review has led to improvements to better meet the assessment needs of students. It has also resulted in enhancements to communications with students and parents.

Assessment opportunities are effectively managed to meet the qualifications needs of students. The school provides differentiation of assessment through offering students a *pick a path* model. The courses chosen, and the standards assessed can be personalised with some students following highly individualised programmes. Courses are annually reviewed and altered to meet the changing needs of the students. Opportunities are also extended by using external providers to offer courses and assessment against standards that the school would otherwise be unable to provide. These all contribute to assisting students to attain their best possible assessment outcomes.

Internal moderation is an embedded process. Proactive monitoring by the Heads of Department and Principal's Nominee ensures that only credible assessment results are reported to NZQA. The recording and sharing of internal and external moderation outcomes informs senior management of any issues and the progress made with resolving them. These robust processes are reflected in the high level of the school's external moderation agreement rate between teachers and external moderators.

Data management, analysis and review effectively support student achievement outcomes. Achievement data is analysed to review school courses, set school direction, monitor student progress, and to identify and support students at risk of not achieving to their potential. Students are encouraged to use their NZQA Learner login and their portal to the student management system to monitor, and then discuss, progress with their group teacher.

The school has a range of communications that enable staff, students and their families to gain a common understanding of NCEA and school assessment procedures.

Areas for improvement

It is important that all departments follow the correct process of selecting a random sample from all the student work at the end of the verification process. This review

found that one department uses the same randomly selected sample of student work for both internal and external moderation. This means the work sent may not be representative of the outcomes of the department's internal verification process.

The student handbook is comprehensive, but some minor changes and additions are required so that it is current and accurate.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are:

- ensure that the random selection of work for external moderation is made after internal moderation has been completed
- update the student handbook so that it provides current and accurate information.

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31 July 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 13 May 2015 Managing National Assessment Report The review identified one agreed action which was to clarify the sufficiency of verification to ensure assessment judgements are consistent with national standards. Departments now follow an appropriate process, and it is outlined in the staff handbook.

Response to external moderation outcomes The school has effective processes to respond to external moderation feedback. These ensure Senior Management are fully informed of issues and involved in the review of outcomes where required. Results show a high level of moderator agreement with assessor judgements and that there are no departments with ongoing concerns.

Staff members are encouraged to use clarifications and/or appeals where appropriate, to share the reports in department meetings and engage in professional development where required. Any required actions are recorded, and the moderation outcomes and completion of actions are discussed and documented in Head of Department mid-year reviews with senior management.

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

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)

Review processes are helping the school ensure credible assessment is maintained whilst improving the assessment outcomes for students.

The school uses teacher and senior management reflection and student voice to both identify issues and to explore potential improvements. They actively question their practice to evaluate and improve the effectiveness of current systems.

Assessment practice Departments which offered alternative courses within a subject at a particular level have reviewed the courses offered. Two departments decided that running different courses targeted to groups of students was not resulting in the desired assessment outcomes. This year they have changed to offering one course and individualising the assessment offered within each class. They believe this enriches the learning and the assessment outcomes and are reviewing results as the year progresses.

Student voice indicated that due to the staff's desire to be compassionate, the extension of assessment deadlines had become too flexible. This led to unintended negative consequences including assessment bottlenecks and added stress to students. The process was reviewed resulting in firmer guidelines that better support students' overall achievement.

With the increased use of school-based evidence to support special assessment conditions applications the school reviewed the resourcing this requires. In future, they have decided that a greater percentage of applications will be supported with independent assessor reports. The school has found this is a better use of their resources and provides useful extra information to support the students. To counter any possible financial barrier of using assessor reports the school will offer financial assistance where required.

Concerns over some inconsistency with the use of resubmissions and further assessment opportunities has led to an improvement in collective understanding and practice. This was achieved through discussions in staff meetings, improved clarity in the staff handbook and sharing information in student assemblies.

Data and communication The school has started to use the student and parent portals in the student management system to provide greater transparency and accountability to both students and parents. This has resulted in more immediate access to results and feedback on progress. It has improved student motivation as they can readily monitor their progress towards their assessment goals, and given students greater responsibility in checking the accuracy of recorded results.

Student feedback has led to the school introducing a session where Year 13 students will talk to the Year 10 students in house groups to answer their questions about NCEA. The more informal setting is designed to give them a more meaningful understanding from a student perspective of the system and how the school will assess them.

Summer school programme extended The school has expanded the summer school for its own students to include students who have been enrolled with other secondary schools. This enables them to gain additional standards to progress in their education or to employment. The school has reviewed the processes in place to ensure that they meet NZQAs requirements for these additional students. This includes offering further assessment opportunities or assessment of new standards as appropriate, managing the authenticity and moderation of student work, reporting results and the payment of fees.

Internal review is an ongoing process The school's self-review includes forward planning as well as responding to issues as they arise. Planned areas of future development include:

- monitoring and reacting to the effect of changes they have made
- further developing the build-up of benchmark material to refer to when making assessor judgments
- considering how to better reconcile the recording in the student management system of partial fees paid and reporting the information to NZQA
- exploring how to resolve any issues as they arise.

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)

Logan Park 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
- the eDean actively supporting students undertaking distance learning
- reviewing the courses offered in response to student demand resulting in changed contexts and new courses such as Health
- staff using an online calendar to plan the timing of assessment to alleviate periods of heavy assessment load
- staff providing regular checkpoints on students' progress with tasks, to help them manage their workload
- ensuring that students potentially entitled to special assessment conditions are identified and support trialled
- clearly informing and updating staff of a student's special assessment conditions and readily providing appropriate assistance
- running catch-up sessions in Term 4 and a summer school to help students achieve the credits needed to gain a qualification.

Logan Park High School has effective processes and procedures for:

- monitoring the authenticity of student work submitted during the assessment and marking process
- 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*.

The school provides opportunities for differentiated assessment Students follow a *pick a path* model to individualise their learning and assessment. This includes students being assessed at multiple levels during a year, classes where students are assessed in different standards, students completing courses in addition to their timetabled courses and some subjects offering multiple courses. Where it is deemed appropriate, the school offers non NCEA assessment courses to further extend or support students.

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)

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

- having clear timelines to ensure all new or modified assessment materials are thoroughly critiqued prior to use
- using subject specialists both within and outside the school 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*
- following identical processes for both Industry Training Organisation and NZQA administered moderation of standards.

Logan Park 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
- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan and negotiating appropriate changes.

Effective monitoring of internal moderation The school has an effective process for monitoring internal moderation that provides a high level of quality assurance.

Heads of Department proactively monitor the completion of all aspects of internal moderation. They attest to the completion of moderation process in their annual appraisal. The Principal's Nominee also undertakes a physical annual audit of each department confirming that practice matches the information provided by the Heads of Department. The audit outcomes are recorded to inform future review processes and apprise senior management.

Random selection of work for external moderation must be made after internal moderation has been completed The random sample for external moderation must be selected from all the student work once the internal moderation has been completed. This will mean the outcomes of external moderation are accurate, meet NZQA requirements and can support the school in their review processes. One department currently internally moderates a random selection of student work and some borderline pieces, then uses the same random sample for external moderation. This means the work sent is not representative of the outcomes of the department's internal verification process as all the pieces sent have been verified.

Consider a consistent school-wide process to randomly select work for external moderation Each department described their own method for randomly selecting a sample of student work for external moderation. These varied processes meet NZQA requirements. The school should consider adopting a school-wide process such as exporting a list from the student management system. This potentially makes it simpler for staff to select work and make it easier for senior

management to monitor that each department's processes consistently meet NZQA requirements.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure that the random selection of work for external moderation is made after internal moderation has been completed.

For consideration

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

- using a school wide process to randomly select work for external 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)

Logan Park High School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - encouraging students and parents to check entries and results and track progress in both the student management system and the students NZQA Learner login
 - monitoring student progress towards achieving the literacy and numeracy requirements for NCEA Level 1 to target support where required
 - analysing results comparatively and longitudinally to inform course design and set strategic direction
- **reports accurate achievement data by:**
 - reporting Not Achieved results as appropriate
 - the Principal's Nominee updating students' entries when their assessment programme is altered
 - holding current memoranda of understanding with external providers
 - resolving any issues highlighted in the *Key Indicator Checklist*.

Students are effectively tracked and supported to improve achievement outcomes The school effectively uses data to track student progress with a focus on collective responsibility for improving student achievement outcomes. Deans interview students at the start of the year to ensure they are sufficiently prepared for the assessment programme they wish to undertake and that it supports their future aspirations. From the interviews and existing data students at risk of not achieving are identified before they start NCEA courses, so class teachers, students and parents are aware of strengths and weaknesses.

Students have a group teacher whose role is not to rigidly focus on tracking credits achieved, but to support the students through conversations around their progress and act as their advocate. Deans regularly check on progress and where necessary interventions are put in place, including support from Deans, class teacher and parental involvement, and further individualisation of assessment programmes.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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))

Logan Park High School has effective processes and procedures for:

- ensuring students receive clear and consistent outlines for all courses they undertake, making them available in both physical and digital formats
- communicating assessment policy and procedure to staff, students and their families using a range of methods
- publicising NZQA fees and financial assistance information
- inducting new staff to familiarise them with assessment and moderation processes.

Logan Park High School assists common understanding of assessment practice by:

- providing a comprehensive physical and web-accessible student handbook
- using a variety of year level meetings to brief students about assessment policy and procedures
- presenting NZQA and school assessment related processes at a parent and student meeting in term two.

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.

Changes required to student handbook The student handbook requires some minor alterations and additions to give accurate information that reflects current practice. This includes:

- adding the literacy and numeracy requirements to gain NCEA Level 2 and 3
- removing references to Level 1, 2 or 3 CAS Maths as these examinations are no longer available
- adding that some Unit Standards can be achieved with Merit or Excellence
- changing references from NQF to NZQF, and Record of Learning to Record of Achievement to align with current terminology
- altering the information on derived grades to say that in some circumstances an application for arriving late to an examination may be approved.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- update the student handbook so that it provides current and accurate information.