

Managing National Assessment Report

Logan Park High School

May 2023

FINDINGS OF THIS REVIEW

Logan Park High School

2 May 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 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 2021.

Actions and considerations

Agreed actions

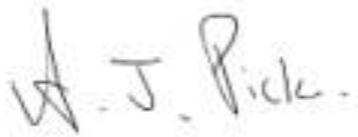
The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Formalise a process to evaluate the effectiveness of responses to feedback from external moderation.	To support the 2023 round of external assessment
Credible assessment practice to meet student needs	
Ensure that entries are withdrawn for standards for which no results are reported.	Internal entry checks completed prior to the last data file submission

For consideration

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

- Ensuring staff check that the annual moderation plan is accurate for assessment standards for the current year.

A handwritten signature in blue ink that reads "A. J. Picken".

Amanda Picken
Manager
School Quality Assurance and Liaison

19 July 2023

NZQA

0800 697 296

www.nzqa.govt.nz

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 20 June 2018 Managing National Assessment Report Logan Park High School's process for selection of work for moderation was updated to meet NZQA requirements at the time. This process continues to be reviewed to help ensure that any changes are reflected in the advice given to teachers.

The school's student handbook is fit for purpose and is updated each year. It is available to students and whānau via the school website and is referenced in on-going communication about assessment. This handbook is also the source of assessment information for staff, with moderation processes being addressed in a separate document.

Innovative approaches to meet student needs In its 2022 ERO report, Logan Park High School's house structure and drive towards empowering learners were identified as strengths that supported improved learner outcomes. Knowing every learner and their needs and making connections with whānau has led to the school using student voice to initiate changes and make improvements to the school's curriculum. This has strengthened student engagement and achievement.

External moderation response to outcomes and processes Logan Park High School's external moderation history shows that assessor judgements for most of the work submitted for moderation are consistent with the standard. Where there are inconsistent judgments, teachers are encouraged by the Principal's Nominee to seek clarification or appeal outcomes through NZQA processes. Higher uptake of the clarification opportunity would support improvements to assessment practice and assessor judgements.

To ensure that response to external moderation leads to improved assessment, the school should formalise an evaluation process to complete the review loop. Once the process has been formalised, it should be followed up by the Principal's Nominee and school leaders to identify any concerns and ensure that issues raised are addressed to strengthen grade judgements in future assessments of the standards.

In recent moderation cycles, the school's Not Consistent reports included standards where the school did not submit materials for moderation, mostly in subjects that were no longer running. The Principal's Nominee will monitor this as their school curriculum pivots to meet student choice so that the moderation plan more accurately reflects which standards are being assessed by the school.

Outcomes from external moderation for each system assessed by the school enable Logan Park High School to be better placed to identify any risks to quality assurance. Departments are encouraged to support this by nominating standards for external moderation.

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)

Logan Park High School uses self-review to effectively analyse data and utilise student voice to make decisions about the structure of its curriculum to offer assessment pathway choices that meet student needs. There is an expectation that student voice will be used to reflect on and improve courses and assessment. Triangulated with departmental analysis of achievement data, this determines which standards are assessed and which new courses can be offered.

The timetable structure is constructed each year in response to student choice around learning pathways, which is a schoolwide and departmental focus. The strengthening of student engagement by offering relevant courses and assessment choices within courses has resulted in increased excellence endorsements at all three NCEA levels.

As well as giving feedback that contributes to determining the courses offered, students are encouraged to choose which standards they will be assessed against from a wide available range to match their learning pathways and preferred assessment style. Students report that they regularly log in to the student management system and can access the NZQA login giving them a good understanding of their assessment progress.

The Principal's Nominee captures the school's assessment climate in his ongoing appraisal with the Co-Principals, and subsequent reporting to the Board of Trustees. This information influences the curriculum and assessment structure for the following year. An example of this has been the extension of 2022's numeracy trial into full uptake of literacy and numeracy co-requisites for Year 10 students whose learning profile indicates readiness for assessment. The school introduced staffing to track literacy and numeracy to identify students at risk and give them targeted tutorials to support them.

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.

Pathway planning supports students' individual assessment goals At the start of each senior year, all students are interviewed by the House Deans about their subject choices, study and career aspirations. Weekly progress reporting to parents of Year 9-11 students, alongside three-way conferences, supports the early identification of students at risk of not tracking towards their NCEA qualifications and literacy and numeracy. Students are supported to use their NZQA login to monitor their progress towards qualifications goals and to check on the accuracy of their results. This also allows them to access their results, examination papers, reconsideration and appeals facilities, and to order NCEA certificates. The school has targeted staffing so that Year 11 students can choose a study teacher to support their achievement.

Consistent Assessment Practice All Heads of Department and teachers interviewed displayed sound understanding of credible assessment practice and its application to their teaching and learning programmes. Examples of this are the use

of checkpoints and formative feedback. Students who contributed to the review also described consistent assessment practice by their teachers, such as provision of extensions and further assessment opportunities, and good communication of school-wide assessment procedures. The information in the student handbook is accurate, accessible and viewed regularly by students and teachers. A consideration could be to add links to key processes on the NZQA website, for example the NCEA Mythbusters, to support shared understanding.

Ensure accurate reporting of results In 2022, Logan Park High School did not report results for a significant number of standards for which entries had been made. For standards not chosen for assessment by individual students, the school must ensure that entries are withdrawn, or flagged not to report. Twenty-eight percent of entries submitted for internal standards did not have a result reported and this could mislead students as to how many credits are available to them.

While attaching a wide range of internally assessed standards to their courses supports student choice in learning, NZQA requires schools report only internal assessment results where an adequate opportunity to be assessed has been made available.

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.

Internal moderation processes consistent across Departments The school has a strong culture of ensuring that assessment tasks and schedules are critiqued to meet the requirements of the standard, allowing all students access to the full range of grades available. Teacher judgements are verified by qualified assessors in the school where available and teachers at Logan Park High School have strong assessment relationships with teachers at other schools. There is an expectation from senior leadership that Heads of Department build teachers' capabilities in assessment, fostering links to subject communities and making use of appropriate research in their disciplines.

Logan Park High School supports its teachers' assessment and moderation practice with professional learning at staff meetings and teacher only days. The Principal's Nominee regularly updates assessment and moderation materials, including reminders of key dates.

Development of teachers' moderation practice is a feature of leadership at department level. This includes the feedback from external moderation, which is discussed in department meetings once the Principal's Nominee notifies that it is available.

The Principal's Nominee monitors completion of moderation via coversheets from departments and is moving the school to a digital environment for recording and submission of moderation. Results are entered only after the Principal's Nominee is notified that internal moderation is complete and that student work has been stored. The checking system provides senior leaders with confidence that only quality assured results are reported to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Logan Park 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 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
- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Logan Park 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

Logan Park 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.

Logan Park 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.

Effective management and use of assessment-related data

Logan Park 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 Co-Principals and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Logan Park 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
- 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

Logan Park High School has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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.

Logan Park 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 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 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 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:

- information on their actions and self-review since the last Managing National Assessment report
- Logan Park High School Assessment Policy
- Logan Park High School Curriculum Policy
- Logan Park High School Moderation 2023
- Logan Park High School NCEA Student Handbook 2023.

The School Relationship Manager met with:

- the Principal's Nominee
- Co-Principal
- Heads of Department for:
 - English
 - Mathematics
 - Technology
 - Visual Arts
- Teachers in Charge of:
 - Health
 - Physics
- three students.

There was a report-back session with the Co-Principals 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.