

Managing National Assessment Report

**Wainuiomata High
School**

September 2024

FINDINGS OF THIS REVIEW

Wainuiomata High School

25 September 2024

Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school that is not effective in aspects of self-review, credible assessment and quality assurance, it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
External and internal review			
3v	Follow-up external review recommendations and findings	The school is required to respond to external review findings in the MNA report	All action items are to be addressed in 2024
2.6iv	Comply with external moderation requirements of NZQA and SSBs	<p>The school is required to ensure all moderation material is provided to NZQA as required</p> <p>The school is required to document and monitor all responses to external moderation feedback to ensure their effectiveness</p>	<p>Immediate</p> <p>On receipt of external moderation feedback in 2024 and beyond</p>
Credible assessment practice to meet student needs			
2.6i	Have appropriate procedures for managing assessment processes	The school is required to maintain and communicate appropriate and up-to-date assessment procedures to staff	By the beginning of 2025

Internal moderation to ensure the reporting of credible results			
3.1(b)	Monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA	The school is required to have effective monitoring processes in place to ensure internal moderation is being effectively implemented	For 2025

Actions and considerations

Agreed action

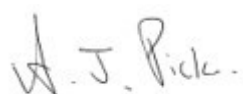
The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Internal moderation to ensure the reporting of credible results	
Clarify the school's policy regarding digital and physical storage of assessment materials to meet moderation requirements	Immediate

For consideration

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

- providing regular opportunities for the Principal's Nominee or Senior Leaders to communicate targeted information on NCEA practices and procedures to staff.



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17 October 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 8 May 2021 Managing National Assessment Report

Wainuiomata High School has not sufficiently addressed the significant issues and agreed actions from the last review. These issues have persisted since 2018 and must be addressed with urgency.

The school's leadership recognises the need to implement changes to ensure that reported results are effectively quality assured and that their credibility is validated through external moderation. The provision of an up-to-date and thorough staff assessment handbook and effective communication of its contents will help ensure consistency of assessment practice in these and other areas.

Appropriate steps to resolve each of these issues are discussed in detail within the report and the school's senior leadership have acknowledged the need to implement these to avoid any restrictions on their consent to assess of the NCEA qualification.

External moderation response to outcomes and processes Wainuiomata High School must establish and maintain a process to effectively respond to issues raised in external moderation reports and provide necessary support for teachers. This process must include documenting actions taken to resolve identified issues and monitoring and evaluating the effectiveness of those actions.

An analysis of the school's external moderation history reveals a high rate of non-submission of materials requested by NZQA. The school must submit all materials requested for external moderation or promptly inform NZQA if they are not available. Full participation in moderation ensures that both the school and NZQA can be confident that assessor judgments are consistent and that internal moderation practices are effective across the school. This review suggests that some instances of non-submission of requested materials has resulted from a combination of administrative oversight and challenges in providing materials in a format accessible to NZQA. The Principal's Nominee has taken steps to ensure that requested standards are available, and the school must take steps to ensure that the storage of student work is appropriate to meet the needs of external moderation, regardless of staff changes.

Since the previous MNA review, there has been a trend of inconsistent external moderation outcomes for some subjects and overall levels of consistency that need to be addressed. Whilst ensuring all materials are submitted will improve consistency, the school must ensure that teachers respond to external moderation feedback when assessor judgments are either not yet consistent or not consistent with the standard. These responses should directly address the issues raised, and documenting these actions will allow senior leadership to evaluate their effectiveness and follow-up on their completion. This approach will also enable the school to ascertain the level of support needed by staff. Support should include the use of Pūtake, involvement with subject associations, and seeking clarifications from external verifiers. This will help teachers deepen their understanding of the standard and improve the quality of assessor judgments. Additionally, these documents provide a valuable resource for future assessment and new assessors. By doing this, the school ensures that

insights gained through external moderation feedback have a lasting impact on the credibility of reported results.

The school must foster a shared understanding of the purpose of external moderation. Strengthening both internal and external moderation processes will enhance the credibility of assessments and subsequently instil confidence in the quality assurance of grades. It will also ensure that moderation processes in place align with the expectations of senior leadership and NZQA.

Exam centre quality assurance check The 2023 Quality Assurance check of the Wainuiomata High School examination centre identified the requirement to improve its facilities for storage of examination materials and to have systems in place to ensure the Exam Centre Manager can access all required materials. The Principal's Nominee showed an awareness of these issues and has provided assurances that they have been effectively addressed leading into the next round of external assessment.

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)

Since the last review in 2021, Wainuiomata High School has undergone significant leadership changes, including the appointment of a new Principal, Senior Leadership Team and Principal's Nominee. As this new leadership team moves beyond their consolidation phase, they are poised to release their strategic priorities that will shape the school for years to come. These changes are expected to provide a clear and unified direction, guiding the entire school community toward sustained growth and improvement in student engagement and achievement outcomes.

Teachers at Wainuiomata High School participate in an annual professional growth cycle aligned to the professional teaching standards, incorporating student results and feedback. This process encourages staff to create and reflect on their personal teaching, learning and assessment goals. A recent update to the Leaders of Learning process has introduced a Faculty Management checklist that is designed to provide oversight of each academic area of the school. This will be a valuable addition to the school's review practices and will allow the school to identify areas requiring improvement.

The Principal's Nominee is committed to improving NCEA assessment practice across the school and is well supported by the Principal. They lead assessment and quality assurance discussions with Leaders of Learning, both individually and in group settings. These efforts are also supported by the ongoing work of the Curriculum Review Committee. However, to ensure consistent improvement in assessment practice across all learning areas, senior leadership must monitor the issues identified in this report and ensure they are effectively addressed before the next visit.

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)

Reporting of entries and results Wainuiomata High School has recently improved its reporting of results to NZQA, ensuring greater accuracy and timeliness. The Principal's Nominee has made significant efforts to increase the number of checks in place before submitting entries and results, as well as resolving any errors and warnings from those submissions. This has led to a noticeable reduction in late and unreported results in internal assessment, as well as decreasing the number of late entries to external assessment. By maintaining the accuracy of its data, the school is assisting staff, students and caregivers to better track the progress of students toward meeting the requirements of the NCEA qualification with confidence.

Quality assurance of derived grades Over the last three years, Wainuiomata High School has reported a low number of derived grades, largely due to the absence of a dedicated assessment period for those standards and to changes in the SMS which enables reporting of these. In consultation with Senior Leaders and Leaders of Learning, the Principal's Nominee recently oversaw the second set of derived grade examinations since a break in this practice. Additionally, the school has also introduced an improved quality assurance process to ensure that these assessments are appropriately critiqued and reported results are verified or justified. The school plans to better use the Student Management System (SMS) and NZQA portal to track completion of this reporting. These practices will assist the school to meet NZQA's requirements for access to quality assured grades for cases of emergency or other unexpected events.

Communicate assessment practices to staff While Wainuiomata High School's assessment practices largely comply with NZQA's requirements, review highlighted some inconsistent understandings of correct procedures. To address this, the school should provide staff with a clear, current and comprehensive Staff Assessment Handbook that outlines the school's policy and NZQA's required procedures and guidelines. Additionally, regular opportunities should be scheduled for the Principal's Nominee to reinforce these with the teaching staff. This approach will help ensure consistent practice across the school and foster a shared understanding, ultimately building staff ownership and capability in assessment procedures.

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 monitoring of internal moderation While Leaders of Learning displayed a sound understanding of NZQA's internal moderation requirements, an analysis of completed documentation revealed challenges in determining how well these requirements are followed. The school has taken steps to improve the monitoring of internal moderation practices including utilising the internal moderation facility of its SMS. Senior leadership must however take further action to ensure that only quality assured results are reported to NZQA, and that adequate support is provided where necessary.

To further build confidence for both NZQA and senior leadership that all aspects of moderation are completed for each internally assessed standard before results are reported, Wainuiomata High School must ensure the following:

- the SMS moderation features are correctly set up, and there is a shared understanding of how to use them.
- clarification documents, exemplars and previous external moderation feedback have been consulted
- detailed assessor decisions are documented to support consistency with the standards and to serve as reference benchmarks for future assessments
- subject experts from outside the school are used as grade verifiers where patterns of inconsistency are apparent
- clear guidelines for the storage of student work are in place.

Strengthening and embedding internal moderation monitoring will help standardise procedures across the school and confirm best practice.

Storage of assessment materials The Principal's Nominee should have confidence that all departments are storing assessment materials appropriately and that these are readily accessible for external moderation, regardless of staffing changes. Consistency in this area can be improved by updating the school's physical and digital storage policies and providing professional development where this is needed.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Wainuiomata 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
- 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.

Wainuiomata High School has effective processes and procedures for:

- 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

Wainuiomata 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school.

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

- selecting sufficient samples of student work to NZQA requirements.

Effective management and use of assessment-related data

Wainuiomata 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 an annual analysis of NCEA achievement to inform strategic goals and actions.

Wainuiomata 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 families about assessment

Wainuiomata High School has effective processes and procedures for:

- supporting students to monitor their achievement
- 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.

Wainuiomata 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.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Wainuiomata 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 *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
- *Assessment and Reporting Guidelines, Wainuiomata High School 2024* (Staff Handbook)
- *Wainuiomata High School NCEA Student Information 2024, Wainuiomata High School 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning for:
 - Mathematics
 - Physical Education and Health
 - Science
 - Social Science
 - Technology
- Teacher in Charge of:
 - Visual Arts
- three 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.