

# **Managing National Assessment Report**

## **Waiheke High School**

**August 2023**

# FINDINGS OF THIS REVIEW

## Waiheke High School

29 August 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 2022.

### Actions and considerations

#### Agreed actions

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

Action	Timeframe
<b>External and internal review</b>	
Continue to strengthen the process to follow up on any ongoing issues raised in external moderation	Immediate and ongoing
<b>Internal moderation to ensure the reporting of credible results</b>	
Add a monitoring check of completion of steps within the internal moderation process to assure senior management these are complete.	Immediate and ongoing

### **For consideration**

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

- reviewing departmental internal moderation policies to ensure they fully align with the staff handbook
- completing a review of derived grade outliers.



Amanda Picken  
Manager  
School Quality Assurance and Liaison

24 October 2023

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://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 9 May 2019 Managing National Assessment review** There were two agreed actions identified to improve the quality of assessment systems and practices for national qualifications in the 2019 Managing National Assessment review. One has been addressed. Documentation has been updated to clarify University Entrance literacy requirements and the process for external moderation monitoring has been added. The use of school-based evidence for Special Assessment Conditions is now explicit and reference to compassionate consideration has been replaced by clear information on the derived grade process. The school partially completed a second action ensuring that the Principal's Nominee and Line Managers share discussions on external moderation monitoring in senior management meetings. As a next step the school plans to review the effectiveness of actions taken through external moderation action plans through adding a Line Manager sign-off of completion.

**External moderation response to outcomes and processes** In 2022 most of the school's assessor decisions were consistent with the standard and met external moderation requirements. Where necessary each department responds to feedback from reports that are *Not Consistent* or *Not Yet Consistent*. The Principal's Nominee discusses these outcomes with the Head of Faculty or teacher in charge. This dialogue results in actions to address any issues and is recorded as an action plan on the *Response to External Moderation* form. The school's process has resulted in resolution of most issues. NZQA requires PNs to evaluate the effectiveness of response to external moderation. This is the final step in the cycle and ought to be part of the Head of Department/PN's practice. The school needs to include this one further step in the process to check any outcomes that have not improved and to make further changes as outlined above.

In recent years a small number of standards were not submitted as the material was not available. The school has put in place professional development and mentoring to ensure this does not recur. The Principal's Nominee explained it is anticipated that this intervention and staffing changes will ensure that NZQA can be confident that assessor judgments are consistent with the standards.

Teachers value external moderation feedback for the provision of professional development, to clarify their understanding of standards and to inform changes to assessment materials and contexts. This is reflected in their use of the appeals and query function in the moderation application. Teachers commented that they use these processes for reflection on contexts and sufficiency of evidence to develop a clearer understanding of the requirements of the standard so that departments can confidently report results to NZQA.

## **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)*

Waiheke High School is focused on engaging students and improving student attainment. The school develops student interests through providing quality assessment and learning opportunities and has expectations for students to achieve their best assessment outcomes.

Since the last Managing National Assessment review a new Principal leads a new senior leadership team of four including an experienced Principal's Nominee with a strong digital assessment skill base. This group meets regularly and delivers advice on assessment and moderation to Heads of Faculty and teachers. In addition, effective maintenance of institutional knowledge and succession planning means ongoing capability is maintained as the two previous PNs continue to work at the school and share leadership responsibilities.

**Support for digital assessment** The school has effectively focussed on the ownership of digital assessment through engaging with the new corequisite, a range of digital external assessments and Te Ao Haka. Over 40 per cent of the school's external results now come from digital examinations. The PN commented that strong results are supported by a culture of expectation of continuous improvement. As a consequence of review, further teaching and learning and diagnostic assessments engage teachers in evaluating student readiness to be assessed. Students spoken with explained that they receive feedback and feedforward in discussion with their teachers and that this assessment practice is meeting their needs.

**Purposefully offering achievement standards** With a decline in the number of unit standards offered and a shift to achievement standards, the school is offering a reduced number of standards but deepened learning to meet student needs and provide authentic pathways. This change is more authentically preparing students for tertiary study.

**Shift to vertical whānau groupings to support students** A schoolwide review resulted in a shift from year level-based groupings to vertical whānau groups to enable these smaller groups of approximately 15 students to benefit from stronger relational support from their mentors through improved provision for tracking academic progress, and identification of any interventions to ensure student needs are met. The school plans to evaluate the outcomes of this initiative against its attainment data and student voice next year.

**Use of NZQA reports for Data Analysis around derived grades** In 2022 two subject areas fell outside of the expected profile for the award of derived grades when compared with results nationally. Senior leadership will now consider and analyse these results to ensure accurate grade boundary decisions underpin the provision of derived grades and to review reasons for this outlier data. The school already uses its justification and verification processes to confirm the accuracy of derived grades reported. The Principal's Nominee expects this review will give clarity in understanding any adjustments to practice needed in reporting derived grades.

## **Credible assessment practice to meet student/ākonga 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)*

Waiheke High School uses the flexibility of NCEA to offer a range of courses and assessment opportunities that meet student needs. Multi-level classes and engagement with STAR and Gateway programmes as well as online learning networks extend the range of subject choices for students to engage interests.

The school has identified students who would benefit from concentrated focus on their University Entrance literacy requirements. For example, it has provided targeted support through a one-day workshop in English. This initiative highlights one of the ways in which the school values supporting students to meet their academic goals.

Innovative faculties such as Creative Industries connect areas of Technology and The Arts into courses that prepare students to enter digital careers. The school also offers a range of generic vocational skills to support career choices. The careers advisor considers how these will meet individualised student needs through local island contexts such as, viticulture.

Robust data processes are used for checking and tracking student progress towards qualifications and this is reflected in student attainment. Regular deans' checks ensure that any changes to students' individualised learning programmes can be managed to provide them with their best opportunities to meet their academic or vocational goals.

Department policies on internal assessment need to be carefully checked against school assessment policy in the staff handbook to ensure that they align with, and meet, current NZQA requirements. For example, any reference to "random selection" needs to be removed as this is no longer a practice used. The concern appears only in documentation and not in practice.

## **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)*

The school has clear processes for teachers to critique and verify student assessment materials. Departments are required to maintain exemplars and hold benchmarking meetings to ensure that a second set of eyes has considered every standard before results are reported to NZQA.

From its island setting the school is keenly aware of the need to ensure that teachers seek support for their internal moderation practice through engagement with other suitably qualified subject specialists in other schools. This occurs both digitally and physically. In addition, teachers travel to take part in professional development opportunities on the mainland. All teachers interviewed are supported to take part in their subject associations.

As the school has changed its process for tracking internal moderation to its Student Management System there is now a need for a final senior management monitoring check on the completion of internal moderation. This check will ensure that senior

management is confident all processes are complete and sufficient in all cases. Heads of Department use a high trust model and report results once they are confident all aspects of the internal moderation cover sheet are completed. All those interviewed were able to show this process. However, in isolated cases the process has not been followed. The Principal's Nominee acknowledges that a further formalised check will better assure the senior leadership team that all results have been subject to this quality assurance process.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students and ākongā**

**Waiheke High School has effective processes and procedures for meeting the assessment needs of its students and ākongā by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student and ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students and ākongā can present their best standard-specific evidence of achievement
- assessing students and ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student and ākongā needs
- ensuring teachers are aware of individual students and ākongā with special assessment conditions entitlements, and resourcing their support
- expanding 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 and ākongā 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.

**Waiheke High School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student and ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student and ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students and ākongā 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 and ākongā privacy in the issuing of student and ākongā results.

## **Effective internal and external moderation to assure assessment quality**

**Waiheke 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 and ākonga work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

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

- ensuring samples of student and ākonga work are available for submission by being adequately stored
- selecting sufficient samples of student and ākonga 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.

## **Effective management and use of assessment-related data**

**Waiheke High School effectively uses assessment-related data to support achievement outcomes for students and ākonga by:**

- monitoring and tracking student and ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow students and ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering student and ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Waiheke 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 ākonga and teacher / kaiako 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 ākonga and their families /whānau about assessment**

### **Waiheke High School has effective processes and procedures for:**

- ensuring students and ākonga receive outlines for courses they undertake
- supporting students and ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' and ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' and ākonga success, such as the holding of parent gatherings.

### **Waiheke 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 and ākonga
- informing students and ākonga about suitable learning pathways
- supporting students and ākonga 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 Waiheke 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, ākongā 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
- *Waiheke High School Student Assessment and Achievement Policy 2023*
- *Waiheke High School Internal procedures on Assessment, Moderation and Reporting for NCEA 2023 (staff handbook)*
- *Waiheke High School NCEA Guidelines and Procedures for Students 2023 (student handbook).*

### The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Faculty for:
  - Creative Industries
  - English
  - Mathematics
  - Science
  - Social Sciences
- Teacher:
  - Physical Education
- three students and ākonga.

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.