



# **Managing National Assessment Report**

## **Green Bay High School**

**August 2022**

# FINDINGS OF THIS REVIEW

## Green Bay High School

31 August 2022

### 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 2021*.

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 2020.

### Actions and considerations

#### Agreed action

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Update assessment related communications to reflect current practice and NZQA requirements.	Prior to the start of 2023.



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5 October 2022

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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 27 August 2017 Managing National Assessment Report** The two items from the 2017 MNA report have been addressed. The Principal's Nominee has clarified and documented for all staff what comprises a sufficient sample of student work for grade verification. Selection of student work is strategic based on the assessor's overall experience and experience with the standard, and purposeful at grade boundaries. The monitoring of internal moderation practices and responses to external moderation have been reviewed and the Principal's Nominee now has confidence that the assessment practice of teachers should lead to consistent teacher judgements. Departments now use the school's internal moderation cover sheet, which is stored in department shared drives and is monitored by the Principal's Nominee. All grade verification is checked and if departments find discrepancies in decisions, they will use a third set of eyes to determine a final assessment grade.

**External moderation processes and response to outcomes** The school's process to respond to moderator feedback is well-documented and robust. Heads of Faculty and teachers meet with the Principal's Nominee to develop appropriate action plans to resolve identified issues. Actions include seeking clarification or appealing outcomes, working with other subject specialists, attending best practice workshops or seeking advice from subject associations. To extend this good practice and extend school wide leadership and ownership, the Principal's Nominee would like to include the Senior Leader/ Line Manager into these conversations.

The external moderation history for the school shows that the assessment judgements of most teachers are consistent with the standard. This reflects the school's robust internal moderation processes and effective response to external moderation feedback.

### 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)*

The new Principal's Nominee sees a need to develop a school wide process for self-review and to align this with the schools' strategic goals, assessment, and quality assurance, although a number of review initiatives have yet to be implemented. He is keen for this to be further developed to ensure that leadership is more widely distributed with regards to credible assessment and quality assurance.

The previous Principal's Nominee provided the school with robust credible assessment and quality assurance processes. The current Principal's Nominee would like to now extend the ownership and responsibility to all Senior Leaders and Heads of Faculties.

The school has identified the necessity to build capability and ownership to support the NCEA changes. This includes digital capability, the management of assessment master and ensuring teacher awareness of the changes.

**Department Review** Department review of data from previous years informs change and next steps designed to best meet the learning and assessment needs of their students. Each department carries out a comprehensive review using data collected throughout the year. Course structure, content, assessments and how they are taught are reviewed with the aim of best engaging students and ultimately to improve achievement outcomes. This comprehensive review has led to the modification of some courses and assessments.

**Improving communication with whānau** The Principal's Nominee has reviewed the communication with whānau and sees this as an area that needs strengthening. Increased communication is a way to ensure all students are well supported, don't fall through the cracks and end up at risk of not achieving to their potential. He intends to develop regular communications with students and whānau regarding assessment outcomes as well as supporting students to identify areas that need to be worked on. Planned communications include regular letters home, updates on achievement leading to strengthened relationships between teachers and students. The expected outcomes include improved assessment outcomes and support for whānau and students planning next steps into further study, pathways and career opportunities.

**Review of the literacy and numeracy corequisite pilot** Data from the recent literacy and numeracy corequisite assessments has led to a review of who the school's entry cohort should be. As a result, the school is recommending entries should only be made for those students who are ready to achieve the corequisites. This aligns with their assess when ready policy. The school also looked at the timing of the assessments for students who did not meet the standard on their first attempt. Rather than having them back-to-back, the school identified that giving the students a break between assessment events so that they can improve their literacy and numeracy skills could be of benefit to them.

The school has developed a school wide literacy programme that will enable and support students to be ready to attempt the literacy corequisite.

## **Credible assessment practice to meet student needs**

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)*

**Engagement with digital examinations** The school is engaging with digital assessments, including digital practice and end-of-year examinations. They are also piloting Level 1 Science and the Literacy/ Numeracy corequisite.

Uptake in external digital assessment is increasing as students and teachers become more confident in the use of NZQA's Assessment Master platform. The school has identified that digital practice exams support students to prepare for their end of year assessments and to be ready for the digital first delivery of future assessments.

**Maintaining school wide credible assessment** Students and staff interviewed were well informed about the school's assessment practices, processes and NZQA requirements. Students discussed aspects such as authenticity, missed and late

assessments as well as their understanding of further assessment opportunities and resubmissions. Students agreed that the schools' processes were fair and consistent and understood by all. They appreciated that these were reinforced by all subject teachers at the start of each assessment.

**Ensure the staff and student handbooks reflect current practice** The current staff and student handbooks need to be updated to reflect current practice to ensure school-wide understanding and consistency. This includes information on selection of student work for external moderation, evidence gathering for external assessments for Derived Grade applications and quality assurance of evidence, as well as the updated information regarding resubmissions and the achieved course endorsement. This will help ensure the school is meeting NZQA requirements for the assessment for qualifications.

## **Internal moderation to ensure the reporting of credible results**

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

**Robust internal moderation processes assure credible reporting of results** Green Bay High School's internal moderation process is an embedded part of its quality assurance practice within departments. Monitoring by the Head of Faculty, Senior Leader/ line manager and the Principal's Nominee ensures all results reported to NZQA are verified and credible.

The monitoring process is consistent across all departments using the school's internal moderation cover sheet. Checks include the critiquing of the task, strategic selection of student work for grade verification, the grade verification process and storage of the student work. This ensures that all internal results reported to NZQA have been verified as being at the national standard.

Staff use a variety of methods to verify grades awarded to samples of student work. Verification is undertaken by a subject specialist within the school obtaining contacts through subject associations, or colleagues at other schools. The school sees this as valuable professional learning as well as a support for teachers and to help grow their expertise in assessor judgements.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Green Bay 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 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 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 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.

**Green Bay 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**

**Green Bay 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.

**Green Bay 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

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

**Green Bay 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Green Bay 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
- 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 their whānau about assessment**

### **Green Bay High School has effective processes and procedures for:**

- 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.

### **Green Bay 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 Green Bay 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 2021* (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 2022* (Assessment Rules).

### 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
- *Green Bay High School Assessment Policy and Procedures 2022* (Staff Handbook)
- *Green Bay High School Student Assessment Handbook 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Faculty for:
  - English
  - Languages
  - Mathematics
  - Social Sciences
- Head of Department for:
  - Visual Arts
- Assistant Head of Department for:
  - Physical Education
- 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.