

Managing National Assessment Report

Golden Bay High School

September 2019

What this report is about

This report summarises NZQA's review of how effectively Golden 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 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 2019* (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
- *Senior School Course Information for 2020, Golden Bay High School, 2019*
- *School policies, Board of Trustees, Golden Bay High School, 2018*
- *NCEA Assessment Procedures Handbook for Staff, Golden Bay High School, 2019*
- *Student Information Booklet for NCEA Assessment Procedures, Golden Bay High School, 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - English
 - Physical Education and Health
 - Science
 - 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.

SUMMARY

Golden Bay High School

27 September 2019

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 most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Golden Bay High School is managing national assessment effectively and has processes to review procedures, which lead to improvement. The Principal's Nominee ably manages all assessment-related matters and is well supported by Senior Leadership. Comprehensive assessment procedures supported by thorough quality assurance requirements are well-embedded. Senior Leaders are confident that results submitted to NZQA are credible.

The school has a developing culture of self-review, which identifies areas for improvement and/or affirms that processes remain fit for purpose. Self-review is developing at all levels of the school from the design of assessment programmes for courses at subject level, through to the strategic goals of senior leadership.

Student-centred assessment practice is a strength of the school, which endeavours to provide the qualification needs for each individual. Emphasis has been placed on the course selection process to ensure that each student has an appropriate pathway to achieve their qualification goals. To assist this, the school has a flexible timetable structure and allows students agency to select assessment contexts and standards within many courses. Many students undertake vocational pathways through the school's Gateway programme, and this is supported by strong relationships with local industries.

The school's moderation system is robust, well embedded and ensures that only credible results are reported to NZQA. Staff demonstrated a clear understanding of the internal moderation process and provided evidence that it is followed. Many subject areas use subject experts from outside the school to verify student work, which is good practice.

The process for responding to external moderation has been strengthened following review. The Principal's Nominee has developed a system to monitor that action plans to address identified issues are completed in a timely manner. The school has maintained a good overall agreement rate between NZQA moderators and teacher judgements.

Data is used to support students effectively to achieve their qualification goals. The Principal's Nominee's tracking system monitors student progress and identifies those potentially at risk. The school has several support strategies, including Deans working closely with students and families to set goals, and learning support for

literacy and numeracy for those struggling in these areas. Effective data management ensures results are reported accurately and in a timely manner.

The school uses a range of communication strategies to inform staff, students and its community about NCEA qualifications and school assessment policy and procedures.

Areas for improvement

Reinforcing the school's assessment policy and procedures with staff will improve practice. Particular attention to the resubmission of assessments and the granting of extensions is required. This review found inconsistent practice amongst staff when administering these procedures. It is important that staff apply these consistently, so that students have equitable conditions of assessment leading to valid outcomes.

Information about the eligibility criteria for a Derived Grade in the staff handbook is inaccurate and needs to be revised. Correcting this will enable staff to have a proper understanding of the process and provide accurate advice to any student wishing to apply for a Derived Grade, if required.

Agreed action

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

- clarify the resubmission process with staff
- ensure staff follow the school's policy on granting extensions
- revise the information on the eligibility criteria for Derived Grades in the staff handbook.

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2 December 2019

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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 9 June 2016 Managing National Assessment Report The school has addressed the action items from this report to:

- collect school evidence to support special assessment conditions applications
- incorporate Vocational Pathways information into school handbooks, and
- document actions in response to external moderation.

The action item to update the staff and student handbooks has been partially completed. Updates to current practice are detailed in the communications section of this report.

Response to external moderation outcomes The school has strengthened its process for responding to external moderation. The Principal's Nominee has developed a system to track the action plans required to address identified issues. Heads of Department are given an expected completion date for each action plan, which are then discussed with the Principal's Nominee. Standards are suggested for inclusion in the school external moderation plan to evaluate the effectiveness of any changes undertaken. The overall agreement rate between NZQA moderators and teacher judgements has improved in the latest moderation round.

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)

The school is developing a culture of self-review. School processes are continually reviewed to ensure that they remain fit for purpose and any improvements identified are then actioned. Review is developing at all levels of the school and is informing teacher inquiries, course design, department goals and strategic goals set by senior leadership.

An improved process for identifying students eligible for special assessment conditions has increased the number of students accessing them. Following the 2016 report, the Special Education Needs Coordinator reviewed school processes and now uses school-based evidence to identify students. Teacher aides were provided training so that they have a better awareness of the evidence required to support an application and ensure that this is now collected. Teachers are informed of the students with entitlements and work closely with the Learning Support Department to ensure students receive them.

The course selection process has been strengthened to ensure students are provided with a pathway that meets their qualification needs. A review of the process informed senior leadership that teachers required greater understanding about the course selection process. Staff are now provided with further information and

training so that interviews with students and parents are more effective for planning appropriate pathways towards qualifications.

The school's review of practice examinations confirmed their efficacy to prepare students. These are run by the school's Exam Centre Manager so that they mirror the NZQA external examinations. This ensures that the students are properly prepared and familiar with the process. The review found that the process identifies potential issues early, reduces anxiety and stress for students and the potential of breaches for assessment rules.

No action required

No issues with the school's response to NZQA external reviews and/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 2019 5.5)

Golden Bay High School has effective processes and procedures for meeting the assessment needs of their students by:

- implementing strategies to address inequality in Science, Technology, Engineering and Mathematics subjects
- supporting teachers to collect a range of evidence of achievement, particularly through digital technology and naturally occurring evidence
- providing differentiated assessment programmes within courses and, in some courses, offering optional standards
- identifying students at risk of not achieving or meeting the literacy or numeracy requirements of NCEA and providing targeted support, including offering additional assessment opportunities
- complying with the requirements of the Privacy Act, 1993 when handling students' assessment information
- applying for extensions to their consent to assess against standards so that they may provide a greater range of assessment opportunities.

Golden Bay High School has effective processes and procedures for:

- investigating and resolving potential breaches of assessment rules and student appeals of assessment decisions
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have not submitted work
- managing further assessment opportunities
- assisting with the efficient management of NZQA external examinations
- ensuring grades supplied for derived grades and unexpected event grades are based on valid, verifiable and standard-specific evidence.

Clarify the procedure for a resubmission and the granting of an extension This review found that some staff were not following school policy and procedures. When followed, procedures for the resubmission of an assessment and the granting of an extension ensure that assessment practice is consistent and fair for students.

The school should provide staff with further guidance about the resubmission process. Students interviewed for this review reported that in some instances they have been provided with feedback that was over-directed and given up to a fortnight to complete a resubmission. Resubmissions should only be offered where the teacher judges that the student should be capable of discovering and correcting the minor errors themselves in a period of time depending on the context of the assessment, and provided with general feedback only to ensure authenticity. NZQA's *Mythbuster #4: Resubmissions* is a useful guide for schools.

Staff should also follow the school's policy and procedure for granting an extension. This information, including the application form, is in the staff and student handbooks.

Students interviewed reported that the process is not followed as they did not use the application form and instead negotiated with teachers for a new time. The school's policy provides a clear process to follow for granting an extension, while the procedure of using an application form ensures that it is applied appropriately, consistently and fairly. Senior Leadership has agreed to clarify this with students and staff to ensure that school policy is followed.

Student-centred assessment practice is a strength Golden Bay High School endeavours to meet the qualification needs of its students through student-centred assessment practices. Student voice informs the course design for many subject areas, influencing the content covered and standards assessed. A flexible timetable structure allows the school, as much as possible, to provide assessment opportunities that accommodate student subject interests. This has reduced the need for the school to use external providers to meet some assessment demands.

The provision of vocational pathways is a strong feature of the school with a third of Year 12 and 13 students undertaking a Gateway programme. A symbiotic relationship exists between the school and local employers. The school offers vocational courses that complement local industries, for example aquaculture and hospitality. Linking the needs of the students with those of the community has created a pathway to gain local employment and apprenticeships.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- clarify the resubmission process with staff
- ensure staff follow the school's policy on granting extensions.

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 2019 6.4b)

Golden Bay High School has effective processes and procedures for managing internal moderation by:

- critiquing all assessment materials prior to use to ensure they are valid and fit for purpose
- 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 internal moderation process by using a standard *Internal Moderation Cover Sheet*
- requiring Heads of Faculty to ensure internal moderation is completed and documented for all standards assessed in their faculty prior to reporting results to NZQA
- the Principal's Nominee visiting departments during moderation meetings and checking student material against coversheets to ensure moderation is happening
- keeping benchmark exemplars and verification notes to inform future assessment decisions
- ensuring the school's moderation process is applied to ITO standards.

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

- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored
- valuing external moderation feedback for the clarification of grade boundaries, assistance with understanding of the standard and to confirm the robustness of the school's internal moderation.

No action required

No issues with the school's internal and external moderation were identified during this review.

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)

Golden Bay High School effectively uses assessment-related data to support achievement outcomes for students by:

- reviewing course assessments regularly to inform teaching inquiry and modify teaching and learning programmes as necessary
- reporting to the Principal and Board of Trustees regularly an analysis of NCEA achievement, to inform strategic goals and actions

Golden Bay High School reports accurate achievement data by:

- reconciling results from external providers with which they hold a current memorandum of understanding, to ensure results are reported with the correct provider codes
- ensuring that internal entries are reported with a result or withdrawn, as appropriate
- reporting results to NZQA on a timely and regular basis and using the Key Indicators and datafile submission reports to identify and resolve data errors
- actively encouraging students to monitor their progress using the student portal on the student management system and the NZQA learner login.

Tracking student progress supports achievement Students are supported effectively to meet their qualification goals. The Principal's Nominee uses achievement data to track student progress and identify students who are potentially at risk of not achieving their goals. Deans are then responsible for working with students to develop individual plans for achievement. A range of strategies are used to assist students, including:

- academic goal setting with students and parents
- tutorials during the examination period to help prepare for exams or complete workbooks and portfolios for vocational subjects
- providing further assessment opportunities after further teaching and learning, as appropriate.

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))

Golden Bay High School has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- communicating NCEA information, assessment policy and procedures through:
 - staff and student handbooks
 - the school website
 - course selection interviews
 - the Year 10 course and NCEA information evening
- supporting teachers new to the school to understand school assessment policy and procedures through an induction programme
- informing staff of updates to NCEA information throughout the year via emails and staff meetings
- reporting on students' progress towards qualifications, including providing online access to the information held on the school's student management system.

Golden Bay High School assists common understanding of assessment practice by:

- informing teachers about assessment best practice and providing opportunities to discuss changes
- holding student assemblies to inform them of school assessment policies and procedures
- Heads of Department meeting regularly at appropriate times in the year to discuss assessment related issues.

Information on the Derived Grades process requires correcting Information on NZQA processes provided in school documentation must be accurate. The eligibility criteria for Derived Grades in the school's staff handbook is incorrect. This needs to be amended to ensure that correct advice is given. The school should use the detailed information about the derived grade process, including the eligibility criteria, available on the NZQA website.

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:

- revise the information on the eligibility criteria for Derived Grades in the staff handbook.