

Managing National Assessment Report

Golden Bay High School

September 2023

FINDINGS OF THIS REVIEW

Golden Bay High School

20 September 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, the school agreed to reschedule this review from 2022.

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
Credible assessment practice to meet student needs	
Ensure that teachers have a common understanding of the amount of guidance that may be given when students are offered a resubmission opportunity	Immediate
Ensure that students' privacy is protected when feedback and grades are returned	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:

- developing plans for incorporating Literacy and Numeracy across the curriculum, to support leadership and ownership across the staff of this significant change to NCEA requirements.

W. J. Pickle.

Amanda Picken
Manager
School Quality Assurance and Liaison

9 October 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 27 September 2019 Managing National Assessment Report

The three action items in the previous report have been addressed. Teachers and students now share a common understanding of when a resubmission opportunity may be offered to a student. Further development of this policy is required to ensure that excess guidance is not given, as explained later in this report.

Expectations for granting extensions are now implemented consistently across the school. These policies, as well as the derived grade section, have been updated and are clearly communicated in the staff assessment handbook.

External moderation response to outcomes and processes The school has an effective, embedded process for responding to feedback from external moderation. Teachers value the feedback from external moderators for its professional learning component and its role in improving internal moderation processes in their subject areas. Heads of Department follow up Not Consistent and Not Yet Consistent judgements by creating action plans that include a review of department processes as well as addressing the standard-specific feedback provided. Teachers make good use of the moderator query and appeal functions available to extend their understanding of moderation decisions.

The few subject areas that have had a pattern of inconsistency with the standard over years have a record of ongoing attempts to resolve the issues identified. These actions include requesting further moderation of the standard, sourcing alternative verifiers, seeking professional learning opportunities in the subject area, and accessing NZQA assessor support. Exemplars are retained for department use and moderation reports are checked before the standard is assessed again. Teachers are increasingly using the subject-specific resources on NZQA's Learning Management System, Pūtake, to access support with understanding the finer details of the standard.

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)

Effective review occurs at all levels at Golden Bay High School to give effect to school wide goals and promote a culture of ongoing improvement. Strategic goals, applicable to senior assessment, include improving culturally responsive pedagogy and thereby engagement in learning and assessment, providing coherent pathways to meet the needs of students and the community, and offering a range of equitable approaches for students to gain qualifications. Reviews of courses and assessment programmes are led by Learning Area Leads to align with broader curriculum and assessment policy decisions. Learning Area Leads report directly to the Principal who then presents their analysis and goals to the School Board and other senior leaders to inform planning.

Ongoing review of assessment practice The nature of the impact of artificial intelligence on the authenticity of student work is a matter of ongoing discussion and review within departments and across the staff. This issue is also related to the challenges of completing an increasing volume of internal assessment in a digital format and school systems for tracking and storing this work. The ongoing review is an effective approach to an assessment issue that will have implications across all learning areas and vary according to the nature of the assessment concerned. The review will ensure that teachers have an opportunity to establish the purpose and principles behind any changes to their practice before they are cemented in school policy.

Preparing for NCEA Change Golden Bay High School has made proactive steps to prepare for the implementation of the NCEA Change programme, including shifts in assessment practice and programming. Teachers are supportive of the intent of the changes, including a renewed focus on learning and more robust assessment of literacy and numeracy skills. A shared focus on covering all big ideas and significant learning for each subject is aligned with an approach that allows for differentiated assessment programmes for students with assessment programmes within the school as well as students involved in courses with external providers. The school is experienced in offering digital assessment both for internal assessments and in external examinations and some learning areas have trialled digital tools to further assist students to communicate effectively in a digital format.

In preparation for students completing the NCEA literacy and numeracy corequisite requirements from 2024, the school could consider developing plans for incorporating explicit teaching and learning across the curriculum in these areas. The responsibility for literacy and numeracy currently rests with the Learning Area Leads in English and Mathematics. A more comprehensive approach to planning would ensure that students are prepared to answer questions using a broad range of contexts and support the intention of the corequisite in assuring broad foundational skills.

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)

Ensure a common understanding of resubmission rules The school needs to ensure that all teachers are familiar with the amount of guidance that may be given for a credible resubmission opportunity. Although the staff assessment handbook clearly communicates the rules, it became apparent during the review that some teachers may be offering too much guidance to students on correcting errors to improve their grade from Not Achieved to Achieved. A valid resubmission opportunity can only occur where individually identified students should be able to discover and correct minor errors by themselves, and teachers have given only non-specific feedback and taken care not to over-direct them. The NZQA Myth resource on resubmission has further guidance on effective practice.

Ensure students' privacy is protected Teachers must ensure that they safeguard students' privacy when feedback is given, or results are handed back. Students interviewed for this review reported that some teachers have announced their results to the class and made assumptions about whether they would be happy about this. It is best for teachers to give individual feedback and leave any decision about sharing it with the student, in order to comply with the requirements of the Privacy Act 2020.

Changes to the provision of special assessment conditions Golden Bay High School teachers offer within each course a range of methods of communicating evidence for assessment to enable students to produce work that fits with both their own strengths and the nature of the standard. When they are offered a range of alternative assessments and methods of communication students do not always need to use the special assessment conditions to which they are entitled for internal or external assessments. The school has also focused on supporting students with mental health concerns to complete assessment programmes in the manner and at a pace that best meets their needs. This is effective practice that supports universal design for assessment principles.

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)

Golden Bay High School has effective practices that give senior leaders confidence that all results have been subjected to quality assurance processes before they are reported to NZQA. Teachers document the critiquing of assessment tasks and verification of assessor grades on internal moderation cover sheets that are monitored by the Principal's Nominee. Verification comments are checked by the Principal's Nominee for evidence of robust engagement with the standard and student work. Teachers at times make use of their professional networks to find grade verifiers outside the school and address any standard-specific questions.

In 2024 Golden Bay High School will begin using the embedded internal moderation documentation system within its student management system. This will further support the timely completion of critiquing and verification and enable them to be monitored by Learning Area Leads and the Principal's Nominee in a central location.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Golden Bay 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 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Golden Bay High School has effective processes and procedures for:

- managing missed or late 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.

Effective internal and external moderation to assure assessment quality

Golden 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.

Golden 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

Golden 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
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and School Board an annual analysis of NCEA achievement to inform strategic goals and actions.

Golden 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 families about assessment

Golden Bay 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.

Golden 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 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.

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
- *2023 Golden Bay High School Assessment Policy*
- *2023 NCEA Student and Whānau Assessment Handbook*, Golden Bay High School
- *2023 Golden Bay High School Staff Assessment Handbook*.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English
 - Health and Physical Education
 - Mathematics
 - Science
 - Social Sciences
 - Vocational Studies
- 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.