

# **Managing National Assessment Report**

## **Whangarei Boys' High School**

**August 2023**

## FINDINGS OF THIS REVIEW

### Whangarei Boys' High School

23 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 years.

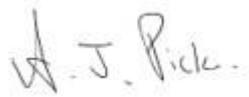
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2018.

#### Actions and considerations

##### Agreed actions

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

Action	Timeframe
<b>Credible assessment practice to meet student / ākonga needs</b>	
Clarify with staff the rules for resubmissions and late assessments so that they are consistently applied.	Immediately.
Update the staff handbook and communicate this with staff to confirm processes and procedures.	Within the next 12 months.
Review the use of Supported Learning standards to ensure they are being used for their intended purpose.	Immediately.



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School Quality Assurance and Liaison

Date of Finalised report 2023

**NZQA**

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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 4 September 2018 Managing National Assessment Report** Whangārei Boys' High School has addressed the two action items from the 2018 report. These were to review how the school's Line Managers confirm that all results are quality assured and to include them in the process for following up any issues identified in external moderation. These actions are so that senior management has confidence that all results are quality assured, and issues identified through external moderation are followed up with action plans, which are monitored for completion. Line Managers do meet regularly with Heads of Faculty each term in which internal and external moderation are discussion points. However, the new Principal's Nominee has identified that further strengthening is still required in monitoring quality assurance so that senior management can have full confidence in the credibility of reported results. This is discussed in the Internal Review section of the report.

**External moderation response to outcomes and processes** Teachers are required to complete a response form for standards where the judgement is not consistent with the standard. The form records the identified issue and the action planned to address it. The teacher, Head of Faculty and Line Manager then discuss the planned action., The Principal's Nominee's proposed strengthening of this process is discussed in the internal review section. Overall agreement rates for annual external moderation are showing improvement following some decline.

### Internal review

*Evidence of the school using its self-review and evaluation processes to identify areas for ongoing improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)*

**Self-review and data-hui identify areas for improvement** The review of the school's quality assurance processes has effectively identified areas needing improvement. This review was initiated by senior management to provide the incoming Principal's Nominee an overview of how consistent quality assurance processes were being applied across the school. This involved reviewing faculty assessment practices, such as course setup, using appropriate modes of assessments, and internal and external moderation processes. As an outcome, course outlines have been standardised and will be communicated next year via email ensuring all students and whānau receive them.

The review also found some inconsistency with the completion of the external moderation response process. The Principal's Nominee intends to strengthen the monitoring of moderation processes using Line Managers to ensure that action plans are completed and evaluated to help improve assessment judgements. This will involve implementing the review process initiated this year as a regular occurrence throughout the year including regular report back as an agenda item for Line Manager meetings.

The monthly data-hui is a continual review of data providing all staff with valuable information and insights about student achievement and progress. The review comprehensively analyses data that includes credit totals and attendance for all

students, which is then discussed at each month's hui with Deans and Heads of Faculty. The data tracks student progress towards gaining a qualification and identifies those at risk of not gaining one. The data also provides insights of how well each course is performing. This year the Principal's Nominee has begun disaggregating the data by ethnicity to provide better insights for Heads of Faculty on how well courses are meeting the needs of the students. This will allow for more awareness about appropriate pathways and inform course design. The data also supports the monitoring of student entries having a result reported against them, an issue identified from their internal review. The Principal's Nominee now uses the report to ensure all entries have a result or are withdrawn.

## **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)*

**Clarification of assessment rules required** This review has found that assessment practice for resubmissions and late assessments are being inconsistently applied. Staff interviewed for this report have a good understanding of the rule for resubmission in relation to when it may be offered. However, there is great variation in the amount of time provided to complete a resubmission, anywhere between a class period and a week. Although there is no amount of time set for a resubmission, given that it is a small error or minor omission that a student should quickly identify and rectify, a class period should suffice. A further assessment opportunity may be more appropriate for anything requiring a greater length of time, as most likely it is not a small error or minor omission, and further teaching and learning will be required. Furthermore, authenticity cannot be assured if the work is taken away to be further worked upon.

Students interviewed described an inconsistent practice when applying for an extension for an assessment that varies from an informal verbal request to a formal written application. Following the school's policy ensures that all students are treated fairly, and appeals can be lodged if necessary.

To ensure that these assessment rules are understood and practiced consistently, the school has agreed to clarify the rules for resubmission and the late assessment policy with staff.

**Updated staff handbook required** An updated staff handbook for the school's NCEA processes and procedures is needed, as there is no current version. The handbook is an essential document that helps to ensure consistent assessment practice across the school. It provides a reference for senior management and experienced teachers to follow and a guide to help induct new teachers to the school. The appointment of the new Principal's Nominee presents an ideal opportunity to concurrently review the school's processes and procedures and create a new handbook to reflect any changes. Once updated, the handbook should be immediately communicated with staff to confirm processes and procedures.

**Use of supported learning standards** The school should review its use of Supported Learning standards and the Work and Study Skills Numeracy standards to ensure that they are being used for their intended purpose. Supported Learning standards are for learners who need specialised equipment and resources or adapted teaching programmes and usually have a learning or an intellectual disability. These standards do not lead to study of Mathematics at Level 2. Some of the students who completed these standards in 2022 also completed sufficient Level

1 Mathematics or other achievement standards to meet the NCEA numeracy requirement. Results have been in some subject areas that may not meet the intended use for them.

## **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)*

**Internal moderation** Staff at Whangārei Boys' High School have a good understanding of the school's internal moderation process and the importance of quality assurance. A standard internal moderation coversheet is used to document judgement decisions for every assessment standard, which is then saved digitally along with student work, where appropriate. The process is transparent, and the coversheets and student material is accessible to all staff. This allows the process to be monitored and the material available for future reference to support and improve assessment judgements. Senior management regularly monitoring internal moderation to confirm that it is happening and to resolve any identified issues will provide confidence that all results reported to NZQA are quality assured.

## **Appendix 1: Effective Practice**

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

**Whangarei Boys' 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 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
- 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.

**Whangarei Boys' High School has effective processes and procedures for:**

- 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**

**Whangarei Boys' 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.

**Whangarei Boys' 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.

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

**Whangarei Boys' 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.

**Whangarei Boys' 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
- ensuring low levels of late external entries
- 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 and whānau about assessment**

**Whangarei Boys' 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.

**Whangarei Boys' 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 Whangarei Boys' 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 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
- *Senior Qualifications Assessment Booklet, Whangārei Boys' High School 2023* (Student Handbook).

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
  - Arts
  - Languages
  - Mathematics
  - Social Sciences
  - Technology
- 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.