

Managing National Assessment Report

**Kelston Boys' High
School**

July 2024

FINDINGS OF THIS REVIEW

Kelston Boys' High School

3 July 2024

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 two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Require a response to all external moderation reports, to embed effective practice.	During the 2024 moderation cycle and ongoing.
Credible assessment practice to meet student needs	
Ensure teachers have documented the verification decisions for practice exam grades to provide assurance that they have been quality assured if they are needed for use as derived grades.	Immediate for the 2024 practice exams and then ongoing.

For consideration

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

- having learning areas include a review of response to external moderation in the annual report to the Principal and Board of Trustees.

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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 22 October 2019 Managing National Assessment Report

The school has effectively addressed the two action items from the 2019 report. The process for identifying students who may require special assessment conditions has been reviewed. Students are tested in the junior school to determine those who are entitled to extra support. Identifying students early is critical to allow the school to plan for future needs, such as teacher aides and equipment, make applications within the required timeframes, and begin working with the student so that they are familiar with using their entitlement(s).

The second action item to review moderation processes has been completed and is discussed in further detail in the relevant sections of this report.

External moderation response to outcomes and processes Kelston Boys' High School has effectively used external moderation outcomes to review its moderation system and make positive changes. In the past few years, the school's external moderation response process has been ineffective in addressing the overall outcomes and lift agreement rates between assessor and moderator judgements. This highlighted the need to review the entire system and make changes. The school's review has resulted in several positive changes to the internal moderation process that are discussed in that section of this report.

However, the external moderation response process can still be strengthened to improve assessor judgements. Currently, teachers respond to those reports with either a Not Consistent or Not Yet Consistent outcome. To strengthen this process, a response should be created for all reports, including those that are Consistent. The process for selecting evidence allows assessors to submit two pieces they wish to have moderated, for example, samples on grade boundaries of which they are unsure. Doing so either reinforces current practice, affirming the assessor and verifier's judgements or identifies changes that are required. Clarification is provided either way and this should be documented. This is particularly important with the implementation of the new Level 1 standards over the next two years.

Including a review of external moderation outcomes in department annual reports to the Principal and the Board of Trustees could also strengthen the response and review processes. Curriculum Leads (CLs) are required to share achievement data with for their area through an annual report to the Board. Including a review of external moderation would require reflection on how changes resulting from external moderation will improve outcomes for students, raise achievement and provide confidence that results are credible. It also helps to ensure that planned actions are being followed through.

The future step for the school will be to evaluate the effectiveness of the action plans in achieving the required outcomes. This should be introduced once the changes to the moderation process have been embedded.

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)

Strengthening school self-review Kelston Boys' High School has shared the ownership of self-review with staff to increase school capacity and strengthen their capability to effectively review assessment outcomes and make positive changes. Senior leaders meet each term with each learning area to review their assessment and moderation practice. Assistant Curriculum Leads (ACLs) are required to write a report on their progress towards completing assessments assessed during the term using the new moderation tracking sheet as part of this process. The report and review allow leaders to identify potential issues and solve problems, discuss external moderation feedback, identify students potentially at risk of not achieving, and to create action plans to address these issues for the following term. The Principal's Nominee also has a fortnightly talanoa with each ACL about assessment and moderation. The talanoa are informal and are an opportunity for the Principal's Nominee to provide coaching to the new ACLs about their practice and to gain an insight into department practices and what's on top for staff. These regular meetings and reviews are excellent methods to develop staff assessment capability and to embed the school's new systems and practices.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Developing a consistent school assessment practice The school has improved staff understanding of assessment practices and strengthened processes to ensure they are consistent across the school. Senior Leadership identified that there was variable assessment understanding and practice among staff, for example the rules for resubmissions and granting extensions, and it had become necessary to improve staff knowledge. From the beginning of 2024, the Principal's Nominee has led a series of professional development and learning workshops for staff on assessment and moderation practice to build staff knowledge. These included assessment rules, processes and procedures, achievement data and analysis, and course planning and outlines. An application form has been introduced to apply for an extension of an assessment to ensure both a consistent practice for approval and meeting deadlines for completing them. Teachers and students interviewed for this report attested that staff understanding and practice has improved but was still embedding. Staff would benefit from continual reminders to reinforce the required changes and help embed new practice.

Quality assure grades used for derived grades This review found an inconsistent practice for documenting evidence of the quality assurance process of practice exam grades for use as derived grades. The school is required to ensure that all grades provided to NZQA for use as a derived grade are quality assured. Like internal assessment, grades from practice exams need to be quality assured, using either the verification or justification process. This process must be documented with evidence and monitored by CLs or ACLs to provide senior leadership with assurance that all grades submitted to NZQA are credible. Further guidance and templates for quality assurance can be found on the NZQA website.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Strengthening school moderation practice The school has made effective changes to strengthen its moderation processes ensuring that they are rigorous, and all results are quality assured. It has shifted away from a high trust model to one that is transparent with clear expectations, achieved by sharing responsibility and accountability with staff. To address the identified issues with its internal moderation process, Senior Leaders developed an action plan in 2023 for implementation in 2024. This involved replacing the previous paper-based model with a new model using digital systems and giving the ACLs, many of whom are new to the school, the responsibility to implement it. The Principal's Nominee's 2024 workshops on moderation procedures have improved staff understanding of all the required steps of the process.

ACLs and digital systems are integral to the new process to ensure that staff have a common understanding and are consistently following it across the school. All work is now stored digitally, where practical, on shared drives to ensure that it is available for external moderation. Internal moderation coversheets are completed using a data analysis tool. This easily allows the ACLs and the Principal's Nominee to monitor that these are being completed. The Principal's Nominee has created a spreadsheet shared with all staff to track and monitor that all steps of the assessment and moderation processes are being completed. ACLs are responsible for following up with staff any missed or incomplete steps and results that are overdue to be published. Results cannot be published and reported to NZQA until all steps have been completed. The new process helps to ensure that moderation is happening in the school and to identify where teachers may require further support from school leaders.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Kelston 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 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Kelston Boys' 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Kelston 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Kelston 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
- 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

Kelston 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.

Kelston 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

- 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

Effective communication to inform staff, and students and their families about assessment

Kelston Boys' 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.

Kelston 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 Kelston 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.

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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *Procedures for Assessment for National Qualifications Quality Assurance, Kelston Boys High School 2024 (Staff Handbook)*
- *NCEA Student Information, Kelston Boys High School 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Curriculum Leads for:
 - Arts and Technology
 - English
 - Science
- Assistant Curriculum Leads for:
 - Health and Physical Education
 - Mathematics
- Teacher in Charge of:
 - Geography and Tourism
- three students.

There was a report-back session with the 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.