

Managing National Assessment Report

Rotorua Boys High School

May 2021

What this report is about

This report summarises NZQA's review of how effectively Rotorua Boy's 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 2021* (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
- *Rotorua Boy's High School Student Assessment Guide 2021*
- *Rotorua Boy's High School Assessment & Moderation Rules and Procedures 2021*
- *Rotorua Boy's High School NZQF Staff Handbook 2021*
- PN Update #1
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- Deputy Principal – Teaching and Learning
- the Principal's Nominee
- Leaders of Learning:
 - English
 - Māori
 - Physical Education
 - Science
 - Social Studies
 - Technology
- three students.

There was a report-back session with the Principal, Deputy 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

Rotorua Boy's High School

27 May 2021

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.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2020 due to the impacts of the COVID pandemic.

What the school is doing well

Rotorua Boy's High School has effective processes to ensure credible assessment opportunities for all students. Assessment opportunities and practices are co-constructed by staff and students. A broader school curriculum has been developed that provides a wider range of courses with a vocational focus, and increased assessment opportunities based around student ability levels and interests.

Self-review continues to be embedded, culturally responsive and effective to support high levels of student engagement. Evidence of the effectiveness of the school's approach is the consistently high levels of student achievement at all levels over past years.

External moderation is an embedded process. Actions taken in response to issues identified in external moderation reports are completed by Leaders of Learning in a timely manner. Feedback is sought by the Principal's Nominee to ensure any changes made further strengthen the assessment.

Staff ensure all internal assessment tasks are critiqued before use and purposefully select samples of student work for verification. The school has effective processes for ensuring the achievement data it reports is accurate and timely.

The Senior Leadership Team, Deans and teachers use data to set strategic school, faculty and individual student goals. Data is also used effectively to track student achievement and identify those at risk of not meeting qualification requirements. Accurate assessment data is regularly reported to NZQA.

Information about the changing face of assessment is regularly provided to staff, students and their whānau in a variety of physical and digital formats. This allows them to gain a common understanding of NCEA qualifications, requirements, and school assessment policies and procedures.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson
Manager
School Quality Assurance and Liaison

1 July 2021

NZQA

0800 697 296

www.nzqa.govt.nz

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 Item from 7 September 2017 Managing National Assessment Report

The agreed item from the 2017 Managing National Assessment review has been actioned. The internal moderation monitoring system has been strengthened by the Principal's Nominee reconciling documentation with assessment practice during meetings with Leaders of Learning, as part of the school's ongoing review.

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)

Rotorua Boy's' High School has an effective culture of self-review. Assessment processes are reviewed regularly, and change processes are evaluated. This has led to a variety of improvements. These include:

- Academic Deans tracking student progress and ensuring that subject teachers and House Group Leaders are closely monitoring student progress
- academic review days with a focus on setting goals, reviewing goals, academic progress and future planning for career/jobs
- Te Honoa Toi – a daily after school space for continued learning and development with specific subject support
- Tupu Manuia – a new initiative to support Pacific students and families academically. Staff support students with goal setting, tracking progress toward their goals and credits and being accountable for their learning
- a school wide teaching approach based on Effective Teaching profiles – promoting elements of Mana Motuhake, Whakapiringatanga, Manaakitanga and cultural responsiveness both in context and pedagogy
- changes to Mathematics and Science courses to make them more inclusive for students
- Celebration of Success evening which recognises success in all areas including Pō Whakmānawa which recognises NCEA success from the previous year.

External moderation outcomes and response processes are strong The school has a high agreement rate with NZQA moderators and effective processes for responding to external moderation. The Principal's Nominee reads each report and annotates changes required. Teachers provide a written report to the Principal's Nominee and to their Leaders of Learning outlining any changes that will be made to further assessments within the standard. Where necessary an action plan is developed, monitored and completion signed off all within a two-week timeframe.

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 2021 5.1 – 5.7)

Rotorua Boy's High School has effective processes and procedures for meeting the assessment needs of their students by:

- using co-construction to create assessment that has relevance to the students being assessed
- creating checkpoints to provide effective feedback and feedforward before an assessment event
- assessing when ready, as appropriate
- using student profiles to identify ability
- engaging students by using a range of methods to collect evidence of achievement during assessment.

Rotorua Boy's High School has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide application of procedures for late and missed assessment, extensions, resubmissions and further assessment opportunities
- investigating appeals using the principles of natural justice
- using a range of strategies to ensure student work submitted is authentic
- meeting the requirements of the *Privacy Act 2020* by ensuring student results remain private and permission is sought to use or share student work.

Culturally responsive approach enhances student achievement success

Rotorua Boy's High School continues to provide student focused assessment opportunities. The Deans and teachers know their students well and work with the Tumuaki Tuarua - Whakaako and Ako to further develop courses relevant to the context of the students they teach.

The Tumuaki Tuarua - Āheinga Ahurea works with Māori students in Year 11 to 13 to ensure that they are achieving in all subjects and provides a consistent link between the school and whānau.

As part of their ongoing culturally responsive approach Rotorua Boy's High School is piloting the new Level 1 Te Ao Haka standards.

Rotorua Boy's High School has created Aiming for Endorsement Groups which supports students to achieve endorsement at both Merit and Excellence level. Students are tracked and supported by year Deans. Specific subject endorsement tracking is monitored by the Leaders of Learning.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

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 2021 6.4b)

Rotorua Boy's High School has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using both internal and external subject specialists to verify a purposefully selected sample of student work
- teachers using published clarifications and exemplars to inform their grade judgements during marking
- requiring teachers to document the steps of their moderation processes, including noting verification discussion and decisions, on the standard *Internal Moderation Cover Sheet*.

Rotorua Boy's High School has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- staff strategically requesting inclusion of specific standards on the school's external moderation plan to confirm their understanding of the standards' requirements
- ensuring samples of student work are provided by being adequately stored.

Focus on reducing workload by considering verification requirements for sufficiency Leaders of Learning currently assure the quality of grades awarded by including work at grade boundaries when verifying assessor judgements. However, most of the Leaders of Learning interviewed verify more samples of student work than this.

The school should consider providing staff with further guidance on sufficient grade verification by the strategic selection of student work. Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

Strengthen the monitoring of internal moderation Internal moderation could be further strengthened by the Principal's Nominee reconciling completed Internal Moderation Cover Sheets with actual practice, to provide confidence that all reported results to NZQA have been quality assured.

For consideration

Implement a stronger monitoring process so that the Principal's Nominee and Senior Leadership team can be confident that all standards assessed have been subject to internal moderation.

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)

Rotorua Boy's High School effectively uses assessment-related data to support achievement outcomes for students by:

- Leaders of Learning analysing NCEA data to report annually to the Principal and Board of Trustees, mapping trends in student achievement and identifying areas for development
- faculties and staff in consultation with the Senior Leadership Team analysing previous years' achievement data to inform current year courses or programme design
- using a traffic light system for student predicted assessment outcomes to further support students to reach their individual achievement goals
- implementing a faculty wide student achievement tracking system
- Academic review days, which further strengthens relationships with family, whānau and the wider community

Rotorua Boy's High School reports accurate achievement data by:

- submitting results to NZQA on a timely and regular basis
- checking for, and correcting where necessary, data submission errors shown on the Key Indicators and data file submission reports from NZQA
- students checking results and personal details held in the school's student management system and reporting any inaccuracies to the Principal's Nominee
- removing, where appropriate, internal entries of students who have left or changed assessment programmes, to ensure all entries have a reported result
- only reporting results for standards for which the school has consent to assess, or against the provider codes of outside providers with whom the school holds current Memoranda of Understanding.

Encourage students to register and use their NZQA Learner Login In January 2020 only 10 per cent of senior students had registered for their NZQA Learner Login. While students can see their results through the online portal to the school's student management system, it is through their Learner Login that students can:

- check the accuracy of their entries and the results reported to NZQA
- order copies of their qualification certificates
- request reviews or reconsiderations of external examination papers
- print an official copy of their Record of Achievement.

The school should develop strategies to support students to register and use their learner login.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- ensuring students register and use their NZQA Learner Login.

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))

Rotorua Boy's High School has effective processes and procedures for:

- ensuring students receive appropriate information to help them understand what they need to achieve to gain a qualification
- reporting on student progress towards qualifications by providing all key stakeholders with online access to achievement data held on the school's student management system
- Leaders of Learning supporting teachers new to the school to understand the processes around reporting student academic success
- communicating information on assessment policies and procedures to the school community through a range of digital and physical formats, including emails, newsletters and face-to-face meetings
- regularly reviewing communications to ensure they are fit for purpose and current.

Rotorua Boy's High School assists common understanding of assessment practice by:

- the Principal's Nominee providing teachers with information about assessment changes and best practice, and giving them the opportunity to discuss changes in school or NZQA requirements at staff, faculty and curriculum meetings
- tracking ensures students know what credits they need to gain a qualification.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.