

Managing National Assessment Report

New Plymouth Boys' High School

July 2023

FINDINGS OF THIS REVIEW

New Plymouth Boys' High School

25 July 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 highly 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 2019.

Actions and considerations

Agreed actions

The school agreed that this action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
In subject areas with an historic pattern of external moderation outcomes inconsistent with the standard, ensure actions resolve the identified issue.	To support the round of 2024 moderation.

For consideration

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

- monitoring student-requested extensions
- improving the accessibility of the student handbook

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11 August 2023

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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 21 March 2018 Managing National Assessment Report New Plymouth Boys' High School has resolved the three action items from the previous review. The school is purposefully selecting student work for internal and external verification and results submitted for derived grades are based on authentic standard specific evidence. These processes, including strategic and purposeful selection of student work for verification, quality assurance processes for derived grades and appeals of assessment conditions, are documented in the school assessment information.

External moderation response to outcomes and processes The Heads of Faculty, with the Principal's Nominee and relevant teachers, develop action plans based on the moderation feedback which are recorded in a centralised document. Action plans include accessing NZQA assessor training materials, collaborating with subject-expert verifiers from other schools and engaging with subject associations.

A further step in the school's response to external moderation involves the Heads of Faculty evaluating the effectiveness of the actions taken to resolve the issues raised in external moderation reports. Discussions during the termly meetings that senior leaders have with their Heads of Faculty would ensure all actions are implemented and evaluated for effectiveness. This would provide assurance that staff are actively addressing external moderation issues, providing reassurance to the school's commitment to continuous improvement.

Feedback from externally moderated standards indicate that teacher assessor decisions are mostly aligned with the standard. Teachers appreciate the external moderation feedback, acknowledging the valuable opportunity it provides for their professional growth.

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)

The school has a strong focus on review and continuous improvement to best meet the needs of its students. Enabling student engagement is underpinned by a shared vision of student success. Change is evaluated through both qualitative and quantitative information. Heads of Department consistently review teaching and learning programmes and analyse student achievement, with annual reports presented to the School Board.

Support tailored to individual learning and assessment needs The school provides a range of differentiated academic and vocational pathways to cater to individual students' needs. The school is planning to strengthen Te Haumarū (Learning Support), offering personalised programmes tailored to each students' requirements. These personalised programmes will aim to assist students in obtaining their qualifications while also facilitating access to learning opportunities for tertiary education and apprenticeships. The focus is on providing comprehensive

support that addresses the unique challenges and learning requirements of each student, ensuring they have the best chance to succeed and pursue their chosen pathway beyond their academic journey.

Proactive data use improves student outcomes Effective data tracking through the school's student tracker is shared with all staff weekly, with Academic Deans working alongside students who are at risk of not gaining a qualification. This data-driven approach identifies students who might face challenges in obtaining a qualification, and targeted interventions are offered, such as flexible learning options, individualised targeted support, and parental involvement, to increase their chances of achieving their qualification goals.

Enhancing teacher and student readiness for the Literacy and Numeracy corequisite Over the past two years, the implementation of corequisite assessments has prompted the introduction of schoolwide professional development in Literacy and Numeracy, which has supported teacher and student readiness. To support this initiative, Literacy and Numeracy champions within the school have been appointed and offer practical guidance to all staff on how best to integrate learning opportunities that support the attainment of the corequisite of the changed qualification. The entire staff has collaboratively embraced this approach fostering a shared belief that this responsibility extends beyond a select few departments.

Managing deadlines and extensions To address prolonged Covid-related absences, senior leaders conducted a thorough review of the late assessment policy and practice. They engaged with staff, students, and parents to ensure that students could be assessed when they were ready, accommodating their individual circumstances. While the option to apply for an extension still exists and is at the discretion of the subject teacher and Head of Faculty, there is some concern that the school's overall record-keeping process may be overlooked, potentially leading to some students not receiving the necessary support they may require.

The Principal's Nominee is committed to ensuring consistency, accountability, and ownership of NCEA processes throughout the school. He effectively leads changes to assessment and quality assurance processes, offering support to teachers and resolving issues to enhance existing practices. The Principal's Nominee regularly shares assessment-related information through staff meetings and individual interactions. He is well supported by senior leaders and teachers, who acknowledged his efforts in streamlining school processes to meet both school and NZQA expectations, to ensure fair and valid assessment for all students.

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)

Robust derived grade quality assurance processes The school has a robust quality assurance process to verify reported practice external grades. This process mirrors the practice used for internal moderation, ensuring assessment tasks are fit for purpose, and the verification or justification of grades are consistent and accurate. The Principals' Nominee collates the derived grade moderation sheets in a central location from all learning areas. Senior leaders can be confident that reported external grades, of which high levels of results are consistently reported, are based

on valid, standard specific evidence with decisions consistent with the standards. This ensures students receive a fair result should a derived grade be required.

Assessment information to students The students interviewed had a comprehensive understanding of how NCEA works as a qualification and knew who they could talk to if they had any assessment concerns. Students have access to a handbook, which is regularly updated and written in appropriate language, but the students were unsure as to where this was located. Ensuring students have easy access to an NCEA handbook or visual information will further empower New Plymouth Boys' High school students in their educational pursuit.

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)

Robust processes and monitoring of internal moderation The Principal's Nominee effectively oversees internal moderation, ensuring the quality assurance of results reported to NZQA. The Principal's Nominee conducts annual audits of moderation processes which encompass the completion of each moderation step, the storage of student work, and the quality of the verifier judgement statements. This evaluation ensures transparency in moderation completion, effectiveness and the resolution of identified issues contributing to the school's commitment to maintaining a high standard of moderation practice.

Staff interviewed spoke of seeking learning opportunities through a range of channels, to stay up to date and strengthen their ability to assess. This approach includes employment as an NZQA marker, enrolment in NZQA's Pūtake courses, engaging in online forums and holding memberships to subject associations. For subject areas where there is only one teacher, the use of colleagues from other schools to critique and verify grades is utilised.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

New Plymouth 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

New Plymouth 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

New Plymouth 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.

New Plymouth 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

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

New Plymouth 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.

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

New Plymouth 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
- celebrating students' success.

New Plymouth 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 New Plymouth 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 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
- *Staff and Student Manual, Assessment Procedures for NCEA 2023, New Plymouth Boys' High School*

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Headmaster – Education
- Heads of Faculty for:
 - English
 - Health, Hospitality, Physical Education
 - Mathematics
 - Technology
- Head of Department for:
 - History
- three students.

There was a report-back session with the Deputy Headmaster, Assistant Headmaster 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.