

Managing National Assessment Report

New Plymouth Girls' High School

June 2023

FINDINGS OF THIS REVIEW

New Plymouth Girls' High School

1 June 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 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 these actions will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
Credible assessment practice to meet student needs	
Report a result for all internal entries or withdraw the entry as appropriate	Ongoing and completed by 1 December annually
Internal moderation to ensure the reporting of credible results	
Reconcile documentation with actual practice	Immediate and 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:

- updating, and streamlining the staff and student documentation to reflect the current practice, and new NCEA changes



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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 30 May 2018 Managing National Assessment Report

The three items identified for action to improve the quality of assessment systems and practices for national qualifications have been addressed. However, to maintain currency and accuracy, the staff and students' handbooks should undergo annual reviews to ensure they remain fit-for-purpose, accurate and up to date. Further details are covered in the Credible Assessment section of this report.

External moderation response to outcomes and processes Heads of Department discuss their external moderation feedback with their teachers and action plans are formulated, which are then documented and discussed with the Principal's Nominee. To address ongoing issues, implemented actions are followed up to ensure their effectiveness. Identified actions have included, accessing Pūtake, sourcing subject expert verifiers from outside the school and working with subject associations.

External moderation results indicate that New Plymouth Girls' High School teacher assessment decisions are mostly consistent with the standard. Subjects with a pattern of poor consistency are monitored by the Principal's Nominee and additional assessor support is arranged, where appropriate. As a next step, the Principal's Nominee should evaluate the effectiveness of the followup in addressing the identified issues.

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)

Since the last Managing National Assessment review, New Plymouth Girls' High School has seen a structural change in how it monitors its quality assurance processes. The Principal's Nominee now sits outside the senior leadership team and is overseen by the Deputy Principal responsible for Curriculum and Assessment. This change has proven to be more time efficient, creating more manageable workloads for those involved and improving the credibility and consistency of results reported to NZQA. The Principal's Nominee is leading changes to assessment and quality assurance processes, providing teachers with support, and resolving issues to improve current practices.

New Plymouth Girls' High School uses its own processes of self-review, based on effective data analysis and use of staff/student voice to review programmes, and implement changes that reduce barriers to success for all students.

Annual analysis of programmes by all staff ensures a responsive curriculum

Self review is an interconnected process that occurs at all levels of the school. Teachers reflect on their teaching and assessment practice while Heads of Department review teaching and learning programmes and analyse student results. Student achievement data is annually reported to the Board of Trustees highlighting areas of success and areas that may require improvement.

The school has designed program pathways with a focus on adaptability to cater to the individual needs of students and enhance their academic progress. To offer

students meaningful opportunities, the school has expanded its academic and vocational pathways by offering multi-level courses and collaborating with external providers.

Preparation for delivery of the NCEA Change Programme To position itself for an effective transition to the digital-first approach of the NCEA Change Programme, the school has taken up various initiatives to strengthen the school's and students' readiness. These include offering digital practice exams and encouraging students to submit their internal assessments digitally. Additionally, the school has been piloting subjects and implementing the Literacy and Numeracy corequisites. To support teacher confidence and ensure a seamless transition, the school will continue to utilise the NCEA digital assessment platforms. This not only helps teachers feel more comfortable with the digital assessment process but has also allowed the school to test its IT infrastructure and promptly address any issues that may have arisen.

The school's promotion of digital assessments aims to create a more streamlined and efficient assessment experience which also replicates the way students learn and produce evidence.

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.)

Comprehensive tracking and monitoring supports student achievement The school's waka kaitiaki and pastoral system, actively tracks students to monitor achievement progress, providing effective support for their academic goals and successful completion of qualifications. Students progress is reported every five weeks and collaboration that involves staff, parents and whānau create an holistic support network.

This comprehensive approach promotes the completion of a qualification and fosters a motivating environment for students.

Withdrawal process for standards not assessed To maintain accurate assessment records and support effective tracking the school should review its processes for identifying and removing standards that need to be withdrawn before 1 December each year. This practice will ensure that any standards without reported results, due to a lack of an assessment opportunity, are removed from the system. By implementing this process, the school can avoid discrepancies in student records and ensure reliable tracking of their progress.

Updating the staff handbook to ensure consistent and credible assessment practices As required in the previous the Managing National Assessment review, the staff handbook should be updated annually and streamlined to reflect NZQA's current requirements. This will promote consistency and eliminate potential variability in teachers' understanding of processes. An effective handbook will enable staff, including staff new to the school or new to NCEA assessment, to align their practices resulting in more consistent and credible assessment practice schoolwide.

Providing detailed guidelines will help teachers navigate the identification and withdrawal of standards, fostering a shared understanding of the expectations. Since 4% of results in 2022 were reported without a reason, it may be necessary to document the withdrawal process for standards not assessed ensuring all teachers follow the same process.

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.)

Strengthening the monitoring of internal moderation The Principal's Nominee has introduced the use of the Internal Moderation Cover Sheet within the School Management System. Moving to this online process will ensure school-wide consistent practice and provide the senior leadership team with the assurance that all reported results have undergone thorough quality assurance.

Part of the school's commitment towards enhancing NCEA processes is to ensure departments are aligning their documentation with actual practice. The Principal's Nominee has implemented systems so that inconsistencies or discrepancies can be identified and addressed, promoting transparency, clarity, and efficient functioning.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

New Plymouth Girls' 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
- 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 Girls' 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
- 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 Girls' 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

New Plymouth Girls' 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 Girls' 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 Girls' 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
- 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 Girls' High School has effective processes and procedures for:

- 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 Girls' 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 Girls’ 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
- *Teacher Handbook, Managing National Assessment, New Plymouth Girls' High School 2022* (Staff Handbook)
- *Student Handbook, New Plymouth Girls' High School* (Student Handbook).

The School Relationship Managers met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - Art
 - Drama
 - English
 - Languages
 - Mathematics
 - Physical Education & Sport Science
- 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