Managing National Assessment Report

Palmerston North Boys' High School

September 2022

FINDINGS OF THIS REVIEW

Palmerston North Boys' High School

21 September 2022

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 2021*.

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 2020.

Actions and considerations

For consideration

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

- developing strategies to support students to register and use their learner login
- reviewing the student and staff handbooks to ensure they are written in language appropriate to the audience and reflect the use of Turnitin within the authenticity section
- entering students in digital external assessments in preparation for the digital first approach of the NCEA Change Programme.

No action required

The school has no action items relating to the quality of their assessment systems.

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25 November 2022

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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 28 July 2016 Managing National Assessment Report   The school documents the completion of internal moderation processes. As discussed in the Internal Moderation section of this report, clear and comprehensive records of internal moderation are kept within departments and checked by the Principal's Nominee on a regular basis.

External moderation processes and response to outcomes   The school has effective processes for responding to external moderation. The Principal's Nominee reads each report and annotates the changes required. Teachers provide a written response to her and to their Heads of Department. Where necessary an action plan is developed, monitored and completion signed off in a timely manner.

Digital submission of external moderation has continued to increase from 45 percent in 2018 to 100 percent in 2022, allowing more timely feedback from external moderators on the quality of the assessor judgements and assessment tasks.

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 is developing a culture of self-review to best meet the needs of students, and support opportunities for achievement. The Principal's Nominee, working with the senior leadership team, is effectively leading changes to assessment and building the capability of teachers to take ownership of their assessment practice.

The school has highly effective processes to ensure programme planning and pathways provide authentic learning and assessment opportunities to meet the needs of their 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, and increased assessment activities based around student ability levels and interests.

Self-review continues to be embedded, culturally responsive and effective, to support high levels of student engagement and attainment. Thorough analysis and use of data allows the school to respond effectively to identified issues, develop, and monitor progress towards strategic goals, and improve outcomes for students.

Evidence of the effectiveness of the school's approach is the consistently high levels of student achievement at all levels over past years.

Credible assessment practice to meet student / ākonga needs

Evidence of 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)

Creating a common understanding of assessment practice   The Principal's Nominee provides teachers with information about assessment changes and best practice, and gives them the opportunity to discuss changes in school or NZQA requirements at staff, faculty, and curriculum meetings. This ensures that the teachers are aware and up to date with any changes within NCEA, but it also allows teachers to prepare for the upcoming changes in a timely manner.

Special assessment conditions are managed effectively   The school continues to manage all Special Assessment Conditions (SAC) processes effectively. Students that may be entitled to use these conditions to remove barriers to achievement are identified early, and appropriate and timely applications are made for them. Staff interviewed were well informed of which students had special assessment conditions, what the condition are, and how the support they are entitled to can be obtained through a KAMAR pop up.

A consistent understanding of derived grade processes   Heads of Department were consistent in their understanding of school processes and NZQA expectations for assessment evidence that may be used for a derived grade. All Heads of Department described using appropriate material for assessment to generate evidence for a derived and unexpected event grade. Where more than one teacher taught a subject grade verification was used to verify assessment decisions.

Encourage students to register and use their NZQA Learner Login   By January 2022 only 39 per cent of senior students had registered for their NZQA Learner Login compared to 90 percent in January 2021. While current 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 access digital exams, 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 and print an official copy of their Record of Achievement.

Consider increasing student entries in digital external assessments   With the implementation of the NCEA Change Programme, external assessment will have a digital first approach. By engaging in digital examinations, the school will be able to create processes that support future assessment opportunities for students. The school has yet to participate in any of the pilots for the new achievement standards. A small number of students have previously participated in digital external examinations with success, and this provides some confidence in the school's systems to manage these assessments.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Documentation and monitoring of internal moderation   As a result of the last review, clear and comprehensive records of internal moderation are kept within departments and checked by the Principal's Nominee on a regular basis. Verification records are referred to in department meetings, to address any areas of concern before future assessments. Documentation is kept within department digital or physical files to which the Principal's Nominee has access. Teachers retain exemplars of student work to illustrate verification discussion points and support future assessor judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Palmerston North Boys' High School has effective processes and procedures for meeting the assessment needs of their 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
- 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.

Palmerston North 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

Palmerston North 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.

Palmerston North 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

Palmerston North 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.

Palmerston North 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, students and their whānau about assessment

Palmerston North Boys' 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, such as the holding of parent gatherings.

Palmerston North 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 Palmerston North 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 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 2021* (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 2022* (Assessment Rules).

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
- *Effective Assessment Practice Guide 2022, Palmerston North Boys' High School* (Staff Handbook)
- *NCEA Policy & Procedures 2022, A Guide for Students & Parents, Palmerston North Boys' High School* (Student / Parent Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Rector
- Head(s) of Faculty/Department for:
  - Commerce
  - Drama
  - English
  - Languages
  - Mathematics
  - Visual Art
- three students.

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