

# **Managing National Assessment Report**

## **Gisborne Boys' High School**

**May 2023**

## FINDINGS OF THIS REVIEW

### Gisborne Boys' High School

18 May 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 2021.

#### Actions and considerations

##### Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Embed and evaluate responses to external moderation feedback.	Within 12 months
Develop a process to ensure that all entries that do not have a result are withdrawn before 1 December	By 1 December

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9 August 2023

**NZQA**

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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 25-26 July 2018 Managing National Assessment Report**

Gisborne Boys' High School has addressed the issues identified in the previous report. There is a system in place that kaiako/teachers use consistently to respond to external moderation, which has been implemented to address external moderation outcomes over the past two years. Kaiako/teachers follow processes that the Principal's Nominee has developed to monitor internal moderation. Internal and external moderation are discussed later in this report.

**External moderation response to outcomes and processes** The effectiveness of Gisborne Boys' High School's new processes for responding effectively to external moderation outcomes is as yet untested, although there is an early indication that they are having a positive effect with improved outcomes this year. There was an improvement in external moderation outcomes in 2022.

Heads of Department and kaiako/teachers document responses to external moderation, develop and implement action plans from these and the Principal's Nominee monitors engagement with the process. These processes and the effectiveness of follow up action plans should continue to be evaluated.

The school has improved its storage of moderated material which has reduced the number of materials not received outcomes. As part of a robust quality assurance system materials must be available for external moderation to ensure confidence in assessor judgements.

**Exam centre quality assurance check** The 2022 Quality Assurance check of the school's exam centre identified that it is compliant.

### 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)*

Senior leaders communicate and support strategic planning and goals throughout the school, leading to a collective understanding. Regular, annual internal review occurs at all levels in the school from the Board of Trustees through to the Principal, senior leaders, Heads of Department and kaiako/teachers. It informs strategic planning which then flows into curriculum and course planning and strategies to improve ākonga/student achievement. All kaiako/teachers participate in the review cycle.

**Analysis of data to inform future planning** A review of NCEA results happens at the beginning of each year, incorporating the analysis of achievement data from a five-year period. Each department produces a summarised review of their annual goals and evaluation of achievement information in the form of a poster which is shared with all staff and displayed in the staffroom. Individual kaiako/teachers also analyse their class results. From this analysis decisions are made about courses and assessment for the upcoming year, and goals and strategies are implemented for all ākonga/students, including those who require extra support.

## 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.*

**Effective monitoring of academic progress** The school has a number of systems in place that allow ākonga/students to monitor and discuss their progress with deans and kaiako/teachers.

Ākonga/students use the student management system portal to check results and are encouraged to login to NZQA. This allows ākonga/students to cross-check that the results reported through the school portal match with those officially held by NZQA. Ākonga/students also meet every six weeks with deans to discuss their progress and can then plan next steps in their learning. This monitoring process means students at risk of not achieving are identified and supports such as extra tutorial time, one on one learning and academic mentoring can be put in place.

The school needs to develop a process to ensure that all entries for which students have not had the opportunity to gain a result, are withdrawn. In 2022, ten percent of internal entries were reported to NZQA with no result.

**Effective strategies to raise Māori ākonga/student achievement** Culturally responsive pedagogy is a focus in the school as over half of the roll identifies as Māori and there is a priority strategic goal to raise Māori ākonga/student achievement in NCEA. Kaiako/teachers are always expected to model positive behaviour and develop positive relationships with ākonga/students and their whānau/families.

Clear communication through information evenings, reporting, pānui, and social media ensures that ākonga/students and their whānau/families are kept up to date with events and encouraged to participate in students' learning.

The focus on culturally responsive pedagogy, better whānau engagement and a clear strategic goal has resulted in improved overall achievement at most levels and Māori ākonga/student achievement has improved at Level 1, Level 3 and University Entrance.

**Practice exams moderated to produce credible derived grades** In response to information received from NZQA about derived grade audits, the Principal's Nominee saw an opportunity to initiate a digital moderation monitoring system for grades awarded for practice exams. A spreadsheet is generated for each department that enables Heads of Department and the Principal's Nominee to track whether a quality assurance process has been completed. This includes a critique of the exam paper and subsequent verification or justification of student work. The embedding of this process will assure senior leaders that derived grades submitted to NZQA are credible.

## **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.*

**Improved monitoring of internal moderation processes** As a result of the successful implementation of the monitoring system for the moderation of exam grades, its use was extended to internal moderation processes. Heads of Department attest that all internally assessed standards have been moderated and that quality assurance processes are being reliably followed. The new monitoring system is designed to provide consistency across learning areas and the Principal's Nominee is better able to align documentation with actual practice and identify areas in need of additional support.

Spreadsheets are generated through an online platform when tasks are critiqued, and ākonga/student work has been moderated. Kaiako/teachers provide links to relevant documents including tasks and assessment schedules. The Principal's Nominee can check that the selection of standards for verification is strategic and appropriate.

Internal moderation monitoring is designed to support kaiako/teachers professional assessment practice and the improvements will ensure this happens.

## **Effective assessment practice to meet the needs of ākonga/students**

**Gisborne Boys' High School has effective processes and procedures for meeting the assessment needs of their ākonga/students by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga/students 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 ākonga/students can present their best standard-specific evidence of achievement
- assessing ākonga/students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring kaiako/teachers are aware of individual ākonga/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 support for ākonga/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.

**Gisborne Boys' High School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga/students appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga/students work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākonga/students privacy in the issuing of ākonga/students results.

## **Effective internal and external moderation to assure assessment quality**

**Gisborne 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 ākonga/students 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.

**Gisborne Boys' High School has effective processes and procedures for managing external moderation by:**

- ensuring samples of ākonga/students work are available for submission by being adequately stored
- selecting sufficient samples of ākonga/students 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**

**Gisborne Boys' High School effectively uses assessment-related data to support achievement outcomes for ākonga/students by:**

- monitoring and tracking ākonga/students progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga/students to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga/students voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal/Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Gisborne 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 ākonga/students and kaiako/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 ākonga/students and their whānau/families about assessment**

**Gisborne 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 ākonga/students receive outlines for courses they undertake
- supporting ākonga/students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga/students progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako/teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga/students success, such as the holding of parent gatherings.

**Gisborne 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 ākonga/students
- informing ākonga/students about suitable learning pathways
- supporting ākonga/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 Gisborne 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, ākonga/students and whānau/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
- *Gisborne Boys' High School Curriculum 2023*
- *NCEA Student Information 2023 - Gisborne Boys' High School*
- *Gisborne Boys' High School Strategic Plan*

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Head(s) Department for:
  - Art
  - English
  - Humanities
  - Mathematics
  - Music
  - Physical Education
  - Science
  - Technology
  - Te Reo Māori
- three ākonga/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.