

# **Managing National Assessment Report**

**Gisborne Girls' High  
School**

**May 2024**

## **FINDINGS OF THIS REVIEW**

### **Gisborne Girls' High School**

**15 May 2024**

#### **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.

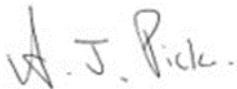
As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

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**

##### **No action required**

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



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12 June 2024

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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 March 2019 Managing National Assessment Report**

There were no actions from this report. The school has addressed the Consideration from the last review to extend good practice through documenting practice and ongoing discussion, ensuring that kaiako understand when they can apply resubmission opportunities.

### External moderation response to outcomes and processes

**Responses to external moderation guide review and improvement** Kaiako respond effectively to external moderation outcomes through the development, implementation, and evaluation of action plans to address issues. The Principal's Nominee monitors all steps in the process which are documented by Heads of Faculty. Differences between assessor and moderator judgements of grades are discussed and reasons analysed. In many cases the grades concerned are identified as being at the high/low boundaries by the kaiako and two samples are deliberately submitted for feedback. Where this occurs, kaiako use the information from the moderator to better support their understanding of the standard and assessment practice.

Assessors who receive not yet consistent or not consistent outcomes discuss these with their Heads of Faculty and document actions to improve assessment practice accordingly. Heads of Faculty also provide support through a mentor arrangement or appropriate professional learning opportunities which may include working with experienced kaiako from other schools.

External moderation outcomes at Gisborne Girls' High School are used to inform assessment practice and ensure that kaiako are assessing at the standard. Senior leaders can be confident that through the school's effective approach to continuous improvement of moderation results, grades reported are credible.

**Exam Centre Quality Assurance Check** The 2023 Quality Assurance check of the school's examination centre, sent to the school, identified that the centre was compliant with a minor issue, which is noted below:

- Include in the upcoming Health and Safety review the process to follow in the event of a lockdown and share this with the Exam Centre Manager in advance of the examination round.

### 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)*

**Ākonga led strategic planning over-arches internal review** Gisborne Girls' High School is committed to meeting the learning and assessment needs of their ākonga. The ākonga developed the current strategic plan in conjunction with the Senior Leadership Team and the Board of Trustees and continue to contribute to planning and review through the Ākonga-Led Council. The school actively collects ākonga

voice about whether learning and assessment practice is meeting their needs. This guides internal review of assessment policy and practice. The school changed its junior curriculum and are reviewing their graduate profile after evaluation of requests by their ākonga.

**Internal review and evaluation guides decision-making** Gisborne Girls' High School uses a comprehensive cycle of self-review to evaluate the effectiveness of course design and delivery. A Faculty Review and Annual Consultation process is conducted by the Senior Leadership Team alongside their assigned Faculty Head midway through, and at the end of the year. Heads of Faculty lead the analysis of ākonga achievement data by standard and focus on specific data, for example achievement by ethnicity. Ākonga voice is actively collected for these reviews. Evaluation of the data drives discussion in faculties where kaiako identify areas for improvement and put actions in place to make required changes. Examples reported include redesigning courses and offering ākonga the opportunity to select optional standards. The self-review cycle is embedded across the school. Ākonga have access to the best possible learning and assessment opportunities that meet their needs and help them achieve their aspirations.

## **Credible assessment practice to meet ākonga needs**

*Evidence of assessment practice meeting ākonga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Credible assessment practice based on consistent and fair practice for ākonga** Kaiako assessment practice reflects school policy and NZQA's requirements. Evidence of the school's effective practice includes the quality assurance of derived grades and strategies used to assure the authenticity of ākonga work. Subject specialists verify practice examination grades and document the process to ensure that results awarded for derived grades are valid and credible. Kaiako use a variety of methods to check the authenticity of ākonga work which include knowing their ākonga, Artificial Intelligence checkers, version histories and check discussions with other teachers. Kaiako have a clear understanding of assessment rules and what good practice looks like.

**Ākonga aspirations supported through assessment flexibility** Kaiako and senior leaders consistently seek to improve practice and opportunities to meet the needs of students.

Gisborne Girls' High School provides ākonga access to a range of programmes and courses which gives them greater opportunities to achieve success and their aspirations. There are a number of pathways available for ākonga to achieve the qualification. The school shares a senior timetable with their brother school which gives senior ākonga access to courses which the school does not offer. Ngā Manu Tangiata, a bilingual learning option from Years 10 to 13, gives Te Reo Māori speakers access to assessment in Te Reo. Ākonga can also enrol in Te Aho o Te Kura Pounamu courses and the Trades Academy. Ākonga report that they receive excellent support from the school's careers education service, especially when planning their transition from school into their chosen education, vocational or employment pathway.

Faculties give ākonga as many options in their courses as they can. This can include choice of standards being assessed, how they present their work and whether to complete assessments on paper or digitally.

## 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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Robust internal moderation processes** Kaiako consistently follow clear moderation procedures to ensure reported results are credible. The school uses the moderation process built into the ākonga management system. The Principal's Nominee uses the system's facility where kaiako cannot publish results until all steps in the internal moderation process have been completed. All assessment activities are critiqued by subject specialists in the school and where necessary by kaiako from other schools. Actions developed from external moderation feedback are implemented at this stage and also at the marking stage.

Kaiako use a mix of internal and external verifiers to ensure expert feedback is provided. One to two kaiako learning areas use subject specialists from other schools to verify their moderation. Kaiako have a clear understanding about the purpose of verification. When agreement cannot be reached after discussion between the teacher and the verifier, a third party or external subject expert is consulted.

Kaiako are clear about NZQA's expectation for samples for external moderation submissions. Moderated ākonga work is stored both electronically and physically and is available at all times if required for moderation. Strong leadership by the Principal's Nominee means senior leaders can be confident that internal moderation processes ensure authentic, valid, credible grades are awarded to students. Ākonga can also be confident that they are accurately awarded their qualification.

## **Appendix 1: Effective Practice**

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

**Gisborne Girls' High School has effective processes and procedures for meeting the assessment needs of its ākonga by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga 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 can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing expanding for digital assessment including digital exams
- identifying and providing targeted support for ākonga 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 Girls' High School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding ākonga privacy in the issuing of ākonga results.

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

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

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā 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 Girls' High School effectively uses assessment-related data to support achievement outcomes for ākongā by:**

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

### **Gisborne 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 ākongā and kaiako 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

## **Effective communication to inform staff, and ākongā and their whānau about assessment**

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

### **Gisborne 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 ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā 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 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, ākonga 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 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 NCEA Co-requisite Standards, and Candidates 2024*.

### 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
- *Ākonga Assessment Handbook, Gisborne Girls' High School 2024*
- *Annual Plan, Gisborne Girls' High School 2024*
- *Kaiako Assessment Handbook, Gisborne Girls' High School 2024*

### The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- Heads of Faculty for:
  - Drama
  - English
  - Hauora
  - Mathematics
  - Social Science
  - Technology
- three ākonga.

There was a report-back session with the Tumuaki 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.