

# **Managing National Assessment Report**

## **Napier Boys' High School**

**September 2023**

## **FINDINGS OF THIS REVIEW**

### **Napier Boys' High School**

**7 September 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 four 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.

#### **Considerations**

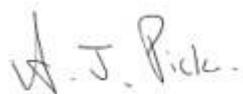
##### **For consideration**

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

- giving teachers more frequent reminders of their obligation to protect the privacy of student grades
- including updates to staff and student handbooks that reflect the school's actual practice and mirror NZQA's current terminology and requirements.

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

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



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19 October 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 August 2019 Managing National Assessment Report** The school's actions to resolve issues identified in the last Managing National Assessment review have improved the consistency of teachers' internal moderation practice, and significantly improved the level of consistency of external moderation outcomes.

The school has resolved the three agreed actions relating to the monitoring and management of internal moderation by adopting the moderation tool available through the Student Management System. All staff interviewed understood NZQA's requirements for sufficient and purposeful grade verification for internal moderation. The Principal's Nominee and Heads of Department ensure the cover sheet records grade verification decisions to inform future assessors' grade judgements. The Principal's Nominee manages and monitors the verification of all internally assessed standards through the new moderation tool in the Student Management System.

The school has good links with subject experts in other schools and utilises external grade verification to avoid insularity and improve external moderation outcomes where there has been a pattern of inconsistency in a subject area.

Staff and student handbooks have been updated, but the annual review should consider the school's actual practice where its requirements have changed, for example, the previous requirement for medical certificates to substantiate student illness has been relaxed due to the impact of the COVID pandemic and the current cost of living crisis.

**External moderation response to outcomes and processes** Since the last MNA review, more effective monitoring of the submission of student work for external moderation and better management of its follow up by the newly appointed Principal's Nominee have improved the overall consistency of school assessor judgments with those of NZQA moderator's. The Principal's Nominee has improved protocols for the storage of student work to ensure there are no Materials Not Received reports.

Improved monitoring of subject leaders' responses to external moderation has raised awareness of the need to improve a subject area's level of consistency over time. The school's approach is to use external verifiers where internal verification produces a pattern of inconsistency. A next step for the Principal's Nominee is to evaluate the effectiveness of each response to external moderation and thereby close the cycle of moderation for that particular standard.

**Quality assurance check of the examination centre** As a result of the 2022 Examination Centre quality assurance check, the school was found to be fully 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)*

Napier Boys' High School has a culture of high expectation and culturally responsive pedagogy, where barriers to success are minimised and student success is celebrated. The school's self-review processes are interactive and cyclic with clear links between Mataruahou Kāhui Ako goals, school strategic goals, departmental annual plans, the current ERO Profile Report and learning area feedback to the Board of Trustees. Heads of Department meet once a term with their line managers and periodically with an external agency to review achievement outcomes and align their programming and practice to the school's four strategic goals, namely:

- meet vocational aspirations of all students
- meet Māori academic aspirations
- excellence in well-being
- excellence in teaching and learning.

Self-review has resulted in strengthened vocational pathways by offering a blended pathway for students requiring simultaneous access to both University Entrance and Vocational Pathways. Most teachers interviewed use milestone checks for assessment carried out over extended periods, which negates the need for resubmissions and produces a higher rate of completion. As part of their professional growth cycle, teachers have two recorded professional discussions each school year reflecting on assessment data and how that informs their future practice.

Since the last Managing National Assessment review, strengthened data analysis and use has contributed to produce attainment levels that surpass those of comparable schools and schools nationally, across all three levels of NCEA. Two Kāhui Ako appointed data managers interrogate the data for every standard assessed and produce a fortnightly report detailing each student's NCEA progress. Through this comprehensive and regular report, Tutor Teachers can see their students' grades awarded, credits achieved, remaining credits available through upcoming internal and external assessment events, their pass rates to date, as well as their literacy and numeracy outcomes. This supports Tutor Teachers' academic mentoring and tracking role and enhances the capability of all staff to use student achievement data to reflect accurately on student progress and make timely interventions where applicable.

Recent teacher professional development has focused on meeting the demands of the NCEA Change programme, in particular supporting students with effective literacy and numeracy strategies and incorporating Mātauranga Māori into the teaching of the new Level One achievement standards, with a view to extending this more broadly over all curriculum levels.

## 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)*

**Improving connections and outcomes for priority learners** A priority for the school is to build on progress already made in removing disparities for Māori students and other identified priority groups. Culturally Responsive and Relational Pedagogy (CRRP) has long been a focus of schoolwide professional development with CRRP strategies and approaches now well-embedded across all learning areas. Recent initiatives include:

- appointing a Kaiārahi Māori, Pasifika Dean and Enrichment Dean to track and mentor priority learners to ensure their NCEA goals are met and future pathways supported
- offering year 11 Māori students places in Pūhoro Academy. As well as supporting STEM-related careers, students involved experience personal growth and are more engaged due to an improved sense of purpose and belonging
- acknowledging, recognising and celebrating the success of Māori and Pacific students through the annual Tuia Awards ceremony
- providing Equity Devices to students where this is a barrier to student participation and success
- ensuring all students requiring Special Assessment Conditions are adequately provisioned with their entitlements and testing students in years 9 and 10 so they transition successfully into the senior school
- offering an enrichment class at year 10 and supporting students requiring extension by enabling multi-level study, including University papers, and additional support for those entering New Zealand Scholarship exams.

**Monitoring and managing authenticity** Academic integrity is highly valued in the school's competitive environment. Staff know their students well, enabling them to readily identify work which may not be authentic. Up until 2023, the school had funded the use of a plagiarism detection tool. With the ongoing cost an issue, the school now relies on the diligence of staff using other digital tools to detect breaches of authenticity, including suspected use of AI produced content. With rigorous checks in place, breaches of authenticity are well-managed and monitored.

**Protect privacy of student grades** Whereas the majority of teachers are aware of the need to keep students' grades private when they return marked student work, giving staff more frequent reminders of their obligation to protect the privacy of student grades will ensure that this understanding is mirrored in practice.

## **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)*

**Use of moderation tool in Student Management System ensures credible results are reported** The school is using the new moderation tool in the Student Management System. This gives the Principal's Nominee and school leaders improved visibility for monitoring the end-to-end process of internal moderation. The tool can lighten teacher workload for internal moderation, as well as improving quality assurance practice.

Since the 2019 Managing National Assessment review, understandings regarding sufficiency and purposeful selection of student work for internal moderation are now better understood, clearly communicated and practised consistently. Teachers commented that where more pieces of work are verified than would normally be required, there is always a valid reason for doing so, such as, the professional learning component.

## **Appendix 1: Effective Practice**

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

**Napier 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 expanding 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Napier 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.

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

**Napier 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.

**Napier 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**

**Napier 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.

### **Napier 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**

#### **Napier 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 through special assemblies and awards ceremonies, such as, the Tuia Achievement Awards ceremony for Māori and Pacific students.

#### **Napier 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 Napier 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:

- a selection of data tracking documents, Memoranda of Understanding, BOT reports and a sample of assessment and moderation documents
- information on their actions and self-review since the last Managing National Assessment report
- Napier Boys' High School Annual Plan 2023
- NZQCF Policies for students.(Student Handbook).
- NZQCF Policy Handbook.(Staff handbook)

### The School Relationship Manager met with:

- the Principal's Nominee
- a Senior Master
- Heads of Department for:
  - Commerce
  - Digital technology
  - Earth and Space Science
  - English
  - Physical Education
  - Physics
- three students.

There was a report-back session with the Principal, Senior Master 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.