

# **Managing National Assessment Report**

## **Napier Girls' High School**

**September 2022**

# **FINDINGS OF THIS REVIEW**

## **Napier Girls' High School**

**22 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 2021.

### **Actions and Considerations**

#### **No action required**

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



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11 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 10 August 2017 Managing National Assessment Report** The school has resolved both agreed actions. Staff understanding of NZQA's grade verification and sufficiency requirements for selection of student work is assured through regular communication of NZQA's expectations. The second action item to ensure the assessment information provided to staff and students is relevant, up-to-date, and accurate has been effectively resolved. The new staff handbook is conveniently formatted, accurate and hyperlinked to NZQA's Mythbusters. There is strong evidence of consistent assessment practice across all learning areas.

**External moderation processes and response to outcomes** External moderation follow up is collaborative with the Principal's Nominee working alongside Heads of Learning Area (HOLAs). The Principal's Nominee oversees the process and ensures that materials have been sent and that the HOLA has initiated and completed a response, where required. Initially the HOLA will work with their assessors and/or other staff assessing the standard to discuss the issue and create an appropriate plan of action to resolve it. Line manager meetings with HOLAs enable any further involvement by senior leadership, for example, providing a teacher with additional professional support, or suggesting the use of alternative verifiers.

Quality assurance at Napier Girls' High School is robust and valued for its professional learning component. Since the last Managing National Assessment review in 2017, the school's quality assurance processes have consistently been found to be effective. In 2022, an appeal by one learning area resulted in feedback that clarified the teachers' understanding of how to interpret and assess one particular standard.

### 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 Girls' 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 a clear focus on continuous improvement that ensures assessment best practice is both sustainable and responsive. The school is using its own processes of self-review based on data analysis and staff/student voice to build teacher capability and implement changes that will continue to improve assessment outcomes for all students. There is a strategic alignment between purpose and action that continues to anticipate, plan and review assessment systems and practice resulting in sustained high achievement in the delivery of the NCEA qualification.

**Changes remove barriers to better support individual learning needs** In 2021, as part of its own self-review process, the school leadership made the decision to replace whole class acceleration with personalised learning plans to better meet the needs of a broader group of students. This change has extended students' agency and engagement in their learning. This represents a significant shift in organisational thinking and enables all students, not just those in a designated enrichment group, the opportunity for extension. Multi-level assessment, including at university level for some students, is not uncommon.

Although this change is still new, early feedback suggests the benefits have outweighed the costs. Students in mixed ability classes benefit from having more able students in a class, and with the bar set higher, the data collected shows an improvement in outcomes for all students. Alongside this change, the need for prerequisites has been relaxed, effectively removing another barrier to better meet students' learning needs.

**Focus on continued improvement for priority students** Even though the school can point to priority students' success in the national qualifications and awards, it maintains its focus on continued improvement in the collective belief it can always improve on what it is doing well. In its quest to remove any barriers to success and the attainment of equitable and excellent educational outcomes for all students, raising achievement for Māori and Pacific students remains a continuing priority for the school. NCEA achievement outcomes and levels of literacy and numeracy for these students are well above those of comparable schools and schools nationally. The school has a high retention rate for Māori and Pacific students with 75 percent of year 13 Māori students gaining UE in 2022, and 100% of Pacific students gaining UE in 2019 - 2020.

The school's *Māori Achieve Strategic Plan 2022-2025* uses data gathered from the school's 2021 *Culturally Responsive and Relational Pedagogy (CRRP)* survey of students, whānau and staff. The plan creates actions to strengthen students' sense of belonging and community participation for their families. A range of tools will be used to measure the success of this, and the effectiveness of other initiatives.

**Strategic Planning Hui sets school's future direction** In 2022, the school held its five yearly *Strategic Planning Hui*. The process is collaborative with school leaders, whānau and students mapping out its three-year strategic and annual implementation plans. The three main themes that emerged this year were:

- Culturally responsive and relational pedagogy
- Wellbeing
- Expanding pathways to success.

**Building leadership capability in uncertain times** A secondment into the Senior Leadership Team for a year is an effective and tangible way of building leadership capability. The current "Senior Leader" has picked up the theme of staff/student well-being for her inquiry. Findings from this inquiry will feed into the school's strategic plan under the well-being theme. In 2022, the number of missed assessment applications tripled. This indicates the severity of the impact of the pandemic and other illness on staff work load and student well-being, as well as the extent of disruption to planned assessment. In response, staff have used the flexibility of NCEA to manage personal assessment plans for students to ensure their qualifications' goals have not been compromised and that they have been assessed when ready.

## Credible assessment practice to meet student 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)*

**Effective monitoring of student progress** Sustained successful NCEA outcomes at all levels are evidence of the efficacy of the school's monitoring and tracking of student progress. The Leader of Learning, Deans, and subject teachers track student progress and identify those at risk of not meeting their goals, including qualifications, awards, career, and tertiary requirements. The school captures students at risk by having a process to identify and track students with patterns of *Failure to Achieve* and/or *Failure to Complete* a standard.

**Digital readiness promoted** The school has been an early adopter of digital online assessment. In 2022, it is offering twelve digital exams, and delivered digital practice exams in three subjects and two Review of Achievement Standards pilots. The school's scaled up use of the NZQA digital platform has improved shared ownership of technical capability and ensured staff and student readiness for future digital NCEA assessment. In 2021, Scholarship students were able to access computer use enabling those in literacy-rich subjects to improve the structure and style of their responses. Students generally believe access to a word processor improves their assessment outcomes and/or the assessment experience.

**Subject selection supported by senior leaders** All year 10, 11 and 12 students are interviewed by a senior leader for subject selection each year. The emphasis is on a broad range of subjects over all eight learning areas and enabling personalised programmes of assessment where appropriate. This provides an extra check that multi-levelling is in the student's best interest and that aligns with the student's pathway goals.

**Engaging Māori students in STEM through Pūhoro** In 2020, Māori students were offered places with Pūhoro Academy. Its *STEMM* programme supports students/rangatahi in years 11-13 to become "*self-determined, empowered leaders who can bridge two worlds simultaneously.*" As well as support for STEM-related careers, staff acknowledge that the students involved experience personal growth and are more engaged due to an improved sense of purpose and belonging.

## 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)*

**Clear communication of school's quality assurance practice and procedures** The capability of middle management to monitor internal moderation is well developed. All Heads of Learning Area interviewed share an understanding of what credible assessment practice looks like. To minimise any risk to the credibility of the qualification, at the start of each year, all staff attend a meeting with the Principal's Nominee where the content of the staff handbook is revisited and the NZQA Mythbusters are discussed. Heads of Learning are collectively tuned to identify any red flags that might impact the credibility of the qualification.

During the COVID disruption staff ensured that all students had the same conditions for assessment despite numerous, legitimate student absences and whānau were kept well-informed of expectations regarding authenticity.

Twice a term, a member of the senior leadership team, the Line Manager, meets with her two designated HOLAs to discuss assessment and moderation matters in their learning areas and ensure NZQA's requirements and procedures are adhered to. There is an induction process for new staff and support for single teacher subject areas carried out by senior leaders and/or the Head of Learning Area.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Napier Girls' 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 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 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 students' 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 Girls' High School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating students' appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of students 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 students' privacy in the issuing of students' results.

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

### **Napier 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 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.

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

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

### **Napier Girls' High School effectively uses assessment-related data to support achievement outcomes for students by:**

- monitoring and tracking students' 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 students' 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 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 students 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

### **Effective communication to inform staff, and students and their families about assessment**

#### **Napier 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 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 Honours Assemblies and Achievers' Breakfasts.

#### **Napier 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 Napier 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 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:

- a range of assessment and curriculum policy documents
- information on their actions and self-review since the last Managing National Assessment report
- *Level 1, 2 and 3 Policy and Procedures for National Qualifications 2022* (Student Guidelines)
- *NGHS Māori Achieve Strategic Plan 2022-2025*
- *Policy and Procedures for Assessment of National Qualifications 2022* (Staff Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Leader of Learning
- Heads of Learning Area for:
  - English
  - Health and Physical Education
  - Languages
  - Mathematics
  - Science
  - Technology
- three students.

There was a report-back session with the Principal, Deputy Principals, Senior Leader 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.