

# **Managing National Assessment Report**

## **Greymouth High School**

### **June 2024**

## **FINDINGS OF THIS REVIEW Greymouth High School 12 June 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 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 2022.

### **Actions and considerations**

#### **Agreed actions**

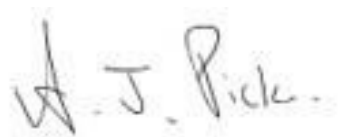
The school agreed that three actions will improve the quality of their assessment systems and practice for national qualifications. These are:

<b>Action</b>	<b>Timeframe</b>
<b>External and internal review</b>	
Develop and monitor the completion of an action plan for all external moderation that is not consistent with the standard	In response to 2024 external moderation feedback
<b>Credible assessment practice to meet student needs</b>	
Ensure that quality assured practice external assessment grades are reported to NZQA for use as derived grades	Before 2024 external examinations begin
Improve data management to support student tracking and monitoring	Term 3 2024 and ongoing

#### **For consideration**

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

- reviewing the means of communicating assessment information to students to ensure they are fit for purpose
- reviewing authenticity policies for consistent application across the school
- using a consistent means of documenting the completion of internal moderation processes.

A handwritten signature in dark ink, appearing to read 'A. J. Picken'.

Amanda Picken  
Manager  
School Quality Assurance and Support

5 July 2024

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## 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 1 May 2019 Managing National Assessment Report** The two actions identified in the previous review have been addressed. Student work is now selected for external moderation according to NZQA criteria. There are effective, documented school procedures to ensure that internal moderation processes are monitored by Heads of Department and the Principal's Nominee.

**External moderation response to outcomes and processes** Greymouth High School's processes to follow up external moderation feedback should be strengthened to include all standards that indicate grades are inconsistent with the standard. The school currently has a clear process that includes standards that moderators indicate are Not Consistent. To extend this to include standards that are Not Yet Consistent would help to ensure that all moderator feedback is carefully considered and used to support internal assessment and moderation.

The school's responses to external moderation feedback include a range of appropriate actions to support teachers' understanding of assessment in their respective subjects. These include seeking new verifiers to improve the robustness of internal moderation, and teachers making links with subject associations and other professional networks. School leaders have ensured that new staff are well supported, especially in learning areas where previous assessors may have struggled to find appropriate verifiers.

### 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)*

**Ongoing review of assessment processes** The Heads of Department and the experienced Principal's Nominee are actively involved in reviewing the quality of assessment at standard, course, and cohort levels. Teachers adapt their programmes to meet the needs of students, including pathways, and prepare them effectively for future assessment. Heads of Department have designed and implemented Level One programmes in 2024 that ensure students can continue with these subjects into existing Level Two standards in 2025.

Each Head of Department is responsible for leading assessment practices and moderation within their learning area. New members of staff are well supported to follow Greymouth High School procedures and take ownership of their own courses. The Principal's Nominee meets with Heads of Department to discuss any issues with individuals or the group as they arise.

**Considered introduction of dedicated co-requisite standards** Teachers are continuing to develop teaching and learning opportunities for Literacy and Numeracy across the curriculum, according to the needs of each cohort. This includes a shared focus on each student achieving success when they are ready to be assessed.

Greymouth High School has carefully reviewed each aspect of their delivery of the dedicated co-requisite unit standards since their students were first assessed for these standards in 2022. As a result of this investment, staff and students are familiar with the administrative requirements of digital external assessment, and planning processes have been refined for the Literacy and Numeracy common assessment activities as well as external examinations. This includes catering for all students who are or may be ready for assessment and those that require special assessment conditions..

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

**Varied pathways and assessment programmes to meet student needs and aspirations** Greymouth High School uses the flexibility of NCEA effectively to offer a diverse range of assessment programmes that enable students to complete qualifications that match their learning and pathway requirements. Some students access industry training courses at school or through external providers, while others are on track to begin university courses with competitive entry criteria. Students are well supported by teachers, Deans and the Careers teacher to determine if their assessment programmes suit their individual needs. Students at risk of not completing a qualification have access to individualised programmes that enable them to keep learning and achieving.

**Improve data management to support student tracking and monitoring** The school's management of student entries needs improving to better support the tracking and monitoring of student progress and to meet NZQA expectations. NZQA's expectation is that all entries should either have a result reported or be withdrawn by the 1 December file submission. The school has a high number of internally assessed standards that have entries with no results recorded against them at the end of each year. Having accurate entries will allow the school to determine if a student is entered into sufficient standards to gain a qualification or endorsement, to effectively monitor students' achievement in the standards for which students have been entered , and to identify any missing results from assessed standards.

**Report quality assured practice external grades for use as derived grades** The school must report quality assured grades to NZQA for potential use as derived grades. When documenting the validity of reported grades, the school needs to monitor that the task and samples of student work have been quality assured. This will ensure that all students have access to grades if their external examinations are disrupted for reasons beyond their control. The school has an embedded expectation that practice external examinations are conducted in assessment conditions that mirror external examinations. All grades from valid assessment opportunities should be reported to NZQA in the school's data file submissions.

## **Reviewing the means of communicating assessment information to students**

The school could consider reviewing whether its existing means of communicating assessment policies and procedures to students are fit for purpose. Effective assessment communications can help to ensure consistent adherence to processes, and shared expectations across the school. The students interviewed during the review were confident that they could approach teachers with questions about NCEA but were unfamiliar with details such as University Entrance requirements, their right

to appeal school assessment decisions, and the existence of the school's student assessment handbook.

**Reviewing the school's authenticity policy** The school could consider reviewing its policies to help ensure the authenticity of student work, in the light of developments in technology and the risk posed by artificial intelligence. Currently, the school's assessment policies include good practices for checking the authenticity of student work after it is handed in. A shift in focus to students collating evidence that their own work has been developed over time could help to ensure a consistency of approach between subjects that students interviewed for this review indicated was needed.

## **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)*

**Effective internal moderation practices** Greymouth High School has effective processes to ensure that credible results are reported for internally assessed standards. Senior leadership can be confident that each standard with results has been subject to quality assurance. Heads of Department ensure that subject specialists are used to verify teachers' grades, either from within or beyond the school. Assessment and reporting procedures for staff are updated each year to set out any changes to school requirements for moderation, such as the storage of student work. All teachers are familiar with the expectation to thoroughly critique assessment materials before use, and to access available assessor support materials on the NZQA website. The thoughtful and thorough verification comments recorded indicate that moderation is robust. This is also reflected in improvements in consistency with standards indicated in external moderation feedback.

**Reviewing the means of documenting internal moderation** The school could consider using a consistent means of documenting the completion of internal moderation, to alleviate the Principal's Nominee's workload. Currently the Principal's Nominee has effective oversight of department records – in the school's student management system, on shared cloud drives, and in physical form. The process of reconciling documented completion with actual practice could be streamlined through the use of a consistent system, such as the newly introduced and enthusiastically adopted student management system used in some departments.

## **Appendix 1: Effective Practice Effective assessment practice to meet the needs of students**

**Greymouth 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 to offer courses the school is unable to offer

- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standardspecific 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 opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Greymouth 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
- 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 grades
- safeguarding student privacy in the issuing of student results.

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

**Greymouth 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.

**Greymouth 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
- 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**

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

- 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.

### **Greymouth 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
- 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 whānau about assessment**

### **Greymouth 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.

### **Greymouth 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 Greymouth 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 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their / 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
- Staff NZQF Procedures, Greymouth High School, 2024.
- Student NZQA Procedures, Greymouth High School, 2024.
- Curriculum and Student Achievement Policy, Greymouth High School, 2023.

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

- the Principal's Nominee
- Heads of Department for:
  - Arts
  - Careers
  - Health and Physical Education
  - Languages
  - Mathematics
  - Social Sciences.

There was a report-back session with the 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.