

# **Managing National Assessment Report**

## **Shirley Boys' High School**

**May 2023**

## FINDINGS OF THIS REVIEW

### Shirley Boys' High School

19 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.

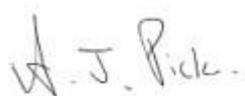
As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

#### Agreed action

The school agreed that these actions will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
<b>External and internal review</b>	
Continue improving external moderation follow-up actions to ensure issues are effectively resolved.	To support the 2023 round of external moderation, and ongoing.



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School Quality Assurance and Liaison

25 August 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 14 June 2018 Managing National Assessment Report** The item identified for action to improve the quality of assessment systems and practices for national qualifications has been addressed.

The school has updated the staff handbook to include information on approaches to gathering evidence of achievement, quality assurance of derived grades, and privacy obligations, to reflect current practice and NZQA requirements. This documentation helps support school-wide understanding and consistent assessment practice.

**External moderation response to outcomes and processes** The school has effective processes to respond to external moderation.

Heads of Department and teachers review external moderation feedback to assist with the understanding of the standard and to inform changes to assessment tasks and grade decisions. They document the actions taken to resolve identified issues. Where appropriate, teachers should be encouraged to query and appeal external moderation outcomes to clarify the standard or grade boundaries.

The Principal's Nominee monitors the progression and effectiveness of actions taken. He reviews historical rates of consistency of assessment judgments to identify trends in a subject area. To achieve improvement in the very few subjects with a pattern of variable consistency rates, the Principal's Nominee is further reinforcing with departmental leaders the improved level of response required. Senior leadership lead this improvement in practice, where required.

Positively trending and high levels of consistency of assessor judgments with the standard indicates effective internal moderation processes and response to external moderation feedback, supporting the credibility of results reported to NZQA.

### 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)*

Self-review for continuous improvement is embedded practice. It is underpinned by data analysis, informs strategic direction, and is well-led by senior leaders. Self-review is integral to improvements in student engagement in teaching and learning programmes and achievement in qualifications. Teacher self-reflection feeds into department review and onwards to school-wide review.

The Principal's Nominee effectively leads NCEA assessment practice and promotes school-wide consistency and ownership. He regularly reviews school assessment procedures and teacher practice for improvement. The Principal's Nominee meets with Heads of Department to discuss assessment matters and to provide support to ensure that procedures are being followed according to NZQA and school requirements. Staff acknowledged the Principal's Nominee willingness to support them.

The school is reviewing the role functions associated with the Principal's Nominee position. Their intention is to distribute the workload, for example through the appointment of a data administrator, and to ensure sustainable assessment best practice, by developing broader capacity to lead school assessment systems.

**Programme pathways enhanced through academic mentoring** The school has appointed three Academic Mentors to counsel senior students on their programme pathways. These mentors were appointed because the school estimated around half of the students did not have the requisite requirements for the next stage post-school. Mentors collaboratively develop with Year 13 students a coherent programme of study that meets their specific learning and assessment needs and reflects their aspirations and interests, to support access to intended future educational, vocational, or work opportunities. Mentors regularly discuss with students their progress towards qualifications. Individualised mentoring has been rolled out to Year 12 students while senior leaders are considering how best to address the needs of Year 11 students.

Following the introduction of academic mentoring, access to university pathways increased by ten percent, evidence of the effectiveness of this support. Student feedback indicated that pathway planning was effective, and teachers help them to track their progress and provide them with feedback on what needs improvement, and that resources were available to assist pathway planning, including tertiary and careers information.

Aligned to ensuring pathways are open for students to progress to study senior school subjects in keeping with their academic aspirations, the school is reviewing streaming in the junior school. Currently the school does not rely solely on perceived ability to place students in classes.

**Supporting Māori student achievement is a priority** Shirley Boys' High School has an ongoing strategic focus on equitable experiences and outcomes for Māori students. The school has implemented a number of initiatives to further engage and support Māori student achievement, reducing the disparity in attainment for these learners. Expertise from the Board of Trustees Chair is being utilised to provide advice on culturally inclusive practice across all levels of the school.

The school has varied strategies to endeavour to meet the needs of Māori students. A Kaitiaki Dean works alongside Māori and Pacific students and their whānau, to develop interventions to support achievement and strengthen relationships. Within school and across-school, Kāhui Ako support staff to develop their confidence and competence in culturally responsive practices, including addressing the teaching and assessment requirements of the NCEA Change Programme. The school introduced a Cultural Studies programme in 2023. One of its purposes is to formally recognise Māori and Pacific performance skills. Participation in Ngā Mānu Kōrero Speech Competition has expanded, reflective of enhancement of language, identity, leadership and culture.

Senior leadership described the staff as fully embracing the professional growth opportunities to upskill their cultural knowledge and practice. NZQA Māori achievement in Kura Auraki between 2017 and 2021 indicates positive improvements at Levels 2 and 3, and in University Entrance. Senior leaders will continue to evaluate the effectiveness of these strategies for the positive change in practice and achievement sought.

**Challenges to student engagement of a modern learning environment** A key focus of the school is delivering effective teaching and learning, and suitable assessment conditions in a modern learning environment that maintains student engagement, credible assessment and allows teachers to be their authentic selves. Teachers interviewed identified the management of both internal and external assessment, including the provision of special assessment entitlements in too small and insufficient spaces as a significant constraint.

The school's concerns about the effect on student achievement are sufficient to warrant the appointment of a new senior teacher to review the building structure and spaces and report their findings in due course. The school's mitigation of the impacts on student engagement includes changes in teacher practice and substituting more traditional teaching methods with technology.

**Strengthened strategies for managing authenticity of student work** The school has made adjustments to school policies and procedures to monitor and manage the authenticity of student work. A digital platform with inbuilt breach detection is available school-wide and used by several departments to assess students. Key school staff are pro-actively engaging in research and professional learning related to artificial intelligence technologies. Their findings on the implications of these technologies and any recommended changes to assessment practice will be shared with the wider staff, to make effective use of new developments. This good practice is aimed at maintaining the credibility of the qualification.

**Preparedness for the NCEA Change Programme** The school has comprehensively considered the changes embedded in the NCEA Change Programme, including the requirements of the revised qualification, to develop learning and assessment programmes ready for implementation in 2024. Senior leaders and teachers have engaged extensively in discussion within the school, and in external forums.

In 2022 around one-third of external entries were digital. As well as assessing the Literacy and Numeracy co-requisite standards, this year the school is engaged in piloting eight Level 1 subjects. The school's extensive participation over several years in digital practice and end-of-year exams, and more recently pilot and co-requisite assessments mean they are proficient users of the NZQA digital platform. Early adoption of the digital-first approach should ensure the school's smooth transition to effectively deliver the changed qualification.

Recent Teacher Only Days have focussed on the conditions of assessment of Level 1 standards, possible approaches to gathering valid evidence of assessment and the design of senior courses. Concerns expressed during the review included the impact on the international student market and the logistical and resourcing challenges, and administrative workload of running the co-requisite assessments, as well as word counts limiting academic rigor at the Excellence level, and the overall timeline for the review of the piloted standards.

Shirley Boys' High School effectively reviews its processes to respond to students' learning and assessment needs. Senior leaders can be confident that improvements in assessment practice, quality assurance systems and data reporting will be identified and resolved, to support the credibility of the qualification.

## 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).*

**Robust derived grade quality assurance processes** Schools are required to have processes to assure NZQA that reported external grades for all standards have been quality assured. The Principal's Nominee holds evidence for departments of the quality assurance for the assessment material and grades. The school intends to use the NZQA derived grade profile report to further check the validity and credibility of grades, and to inform any changes required to quality assurance processes. These processes ensure that students will receive a fair result should a derived grade need to be applied.

Heads of Department interviewed described using appropriate material and assessment conditions to generate evidence that may be used for a derived grade. Teachers either verify or justify grades for assessment evidence.

Senior leaders can be confident that reported external grades are based on valid, standard-specific evidence and decisions are consistent with the standard. High levels of derived grades are consistently submitted to NZQA prior to the start of external assessment.

**Special assessment provision is well supported** Shirley Boys' High School extensively identifies students with entitlements to special assessment conditions. Staff are well informed of these provisions, which are resourced for internal assessments and external exams, removing barriers to fair assessment and achievement.

A high proportion of students are supported through applications approved by NZQA for special assessment conditions, relative to similar schools. Financial barriers are removed by using school-based evidence to support many applications. The school acknowledged the challenge of continuing to staff and room this provision associated with students' increased access.

**Effective management of data** The school's competent management of assessment data enables complete, accurate and timely results to be reported to NZQA. Examples of robust data management resulting from teachers' and the Principal's Nominee's numerous checks across the data system are negligible numbers of both late entries for external assessment and results not reported for internal entries. The school's efficacy in this area is highlighted by their identification and efficient addressing of data errors as a result of thorough processes.

## 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).*

Shirley Boys' High School has embedded into practice consistent internal moderation processes to facilitate effective quality assurance.

Teachers document each step of the moderation process on the standardised *Internal Moderation Cover Sheet*, and store this digitally, accessible by the Principal's Nominee. Grades awarded on a sample of strategically selected student work is verified for each teacher assessing a standard. Student work is purposefully selected at grade boundaries or as work requiring review.

The Principal's Nominee monitors these records for completion. This includes checks of the *Internal Moderation Cover Sheet* for sufficient and strategic selection of student work for grade verification, the quality of verifier judgement statements, accuracy of grades recorded, and for the appropriate storage of student work. He supports improvement by following up when issues are identified.

Senior leaders can be confident that through effective internal moderation processes conducted in departments, and the Principal's Nominee's monitoring of these processes, results reported are credible.

## **Appendix 1: Effective Practice**

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

**Shirley Boys' 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 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 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.

**Shirley 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
- safeguarding student privacy in the issuing of student results.

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

**Shirley 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.

**Shirley 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**

**Shirley 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 Headmaster / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Shirley 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

### **Shirley 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 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 parent gatherings.

### **Shirley 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 Shirley 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 / 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 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
- *Assessment Procedures Handbook for Shirley Boys' High School Staff Taumata Mātauranga ā-Motu Ka Taea, 2023*
- *Assessment Procedures Handbook for Shirley Boys' High School Students Taumata Mātauranga ā-Motu Ka Taea, 2023*

### The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal – Curriculum
- Head of Department for:
  - Commerce
  - Geography
  - Languages
  - Mathematics
- Teacher in Charge of:
  - Classics
  - Drama
- one student.

There was a report-back session with the Headmaster / Tumuaki, Assistant Principal - Curriculum 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.