

# Managing National Assessment Report

## Christchurch Boys' High School

September 2022

# **FINDINGS OF THIS REVIEW**

## **Christchurch Boys' High School**

**9 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 2020.

### **Actions and considerations**

#### **No action required**

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



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9 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 21 September 2017 Managing National Assessment Report**

Christchurch Boys' High School has addressed the agreed actions identified in the last review. Teachers' selection of samples of student work for grade verification are sufficient and purposeful, reducing verifier workload without compromising the quality of the assurance process. Only internal entries with a result are reported to NZQA ensuring that student records accurately reflect their assessment programme. Teachers use a generic course outline to ensure students receive consistent information.

**External moderation processes and response to outcomes** The school has effective processes to respond to external moderation where assessor judgements are not consistent with the standard. The Head of Department's feedback, reflections and actions are documented in the department's moderation quality assurance folder. The Assistant Principal Learning / Acting Principal's Nominee monitors the progression of actions and evaluates their effectiveness against expected improvements. The school provides professional support for teachers where needed. The effectiveness of internal moderation and the response to external moderation are evident in the historical high levels of teacher judgements consistent with the 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)*

Self-review is recurring, focussed and embedded practice. High expectations of a committed work ethic built on positive relationships between students and staff is integral to student engagement in learning and reaching their achievement potential in qualifications. Senior leaders support departmental leaders to reflect on their own assessment practice and learn professionally, who in turn share ownership of assessment processes and build teachers' capability for ongoing improvement. This has enabled the school to move beyond compliance to adopt innovation and understand purposeful delivery of credible assessment and robust quality assurance.

**Data analysis drives change and improvement** Self-review is centred on multi-layered and comprehensive data analysis at all levels of the school's operation. School leadership strategically uses analysed data to review student attainment, measurement against school-wide goals, and the effectiveness of changes made, and to inform future plans.

For each Head of Department, the Acting Principal's Nominee extracts NCEA achievement data focused on variance, from detailed statistical information provided by a contractor. He discusses the data patterns with each department leader and provides opportunities for peer review which supports a collaborative approach to self-review. The Head of Department produces an annual report, including input from individual teacher reflections, highlighting successes, areas of concern, plans for

professional development, actions for improvements, and requests for support. Heads of Department use this data to inform changes to course design and teaching and learning programmes including focusing on quality of learning and reduced assessment to support students' well-being. The Acting Principal's Nominee analyses cohort disaggregated data such as literacy and numeracy, assessment engagement and overall school performance, including by ethnicity, and combined with departmental findings submits a report to the Headmaster to present to the Board of Trustees.

The school also regularly surveys the students, their families/whānau and the staff to inform change to teaching and assessment programmes and practice. At the time of the review students were being supported to develop effective study skills, to prepare for the upcoming school practice exams, as a direct outcome of student survey feedback.

**Rationalised file storage system to improve access and efficiencies** The school is currently transitioning to a centralised framework for file storage to stream-line access to assessment materials and allow the effective monitoring both internal and external moderation processes. Currently files are stored in a number of different department drives.

The establishment of a dedicated set of digital folders ensures assessment materials and samples of student work are available and can be efficiently submitted as required for external moderation. Each department's 'Moderation Log' will store all assessment related information. This 'one-stop shop' will include records of internal moderation processes, external moderation reports and action response plans, derived grade quality assurance processes, Memorandum of Understanding, student appeals, and digitally stored student work. Senior leaders of assessment will access moderation log folders to fulfil their monitoring responsibilities for quality assurance. Similarly, curriculum leaders will have access to all departmental logs both within their area of responsibility and across the school. This provides transparency and enables sharing of good practice, promoting consistency of method, and enabling efficient succession when staff changes occur.

**Implementation of the NCEA Change Programme** Senior leaders are very aware of the implications of the NCEA Change Programme. They have used available forums to seek clarity and express their concerns about the impact of the upcoming changes to assessment on teaching and learning programmes and of the logistics of running external assessment during the year. School leaders have been informed by widespread discussion and research, and involvement in the literacy and numeracy co-requisite pilot. Considerations of significant change have included resourcing, the administrative workload, logistical planning, the impact on calendared events, and school-wide future planning.

The school is well positioned to deliver assessment in the digital first age of the NCEA Change Programme. They are proficient in the use of the digital platform through their involvement in digital practice and end-of-year exams, as well as the co-requisite pilot. This year increased digital exam participation is planned on the approximately 20 per cent digital exam results of 2021. The school has utilised their involvement as an opportunity to resolve any issues with student access and their IT infrastructure, and to leverage high levels of students creating their Learner login accounts.

The school is using the findings from the co-requisite pilot to understand what student readiness looks like and to inform future teaching and learning. The school

will use the outcomes to further their approach to support teaching practice to strengthen students' literacy and numeracy competencies and build student confidence in their knowledge and skills.

Christchurch Boys' High School is committed to ensuring the effectiveness of its assurance processes to confirm the credibility and quality of assessment, and adherence to NZQA requirements. The school focuses on self-reflection and continual improvement, and shared ownership of student achievement outcomes. Senior leadership can be confident that issues relating to assessment practice and quality assurance will be identified and resolved.

## **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)*

**Programme pathways and appropriate support address student needs** The school provides a wide range of differentiated academic and vocational learning and assessment opportunities to meet students' aspirations, qualification needs and interests. Students identified through effective achievement data tracking as at risk of not completing qualifications are supported by teachers, Kaitiaki form teachers and Deans. Flexible assessment practice, and appropriate support and interventions are made, as needed to engage students in learning and assessment. Students are assessed when ready, as appropriate. Parents are regularly informed of student progress.

A high proportion of students are identified, and their applications supported for special assessment conditions, mostly using school-based evidence. These entitlements are resourced for internal assessments and external exams, removing barriers to fair assessment and achievement.

A further ongoing school-wide focus is addressing disparity of Māori attainment, to support equitable outcomes for these learners. The school have surveyed the Whānau group for feedback on how students can be better supported, and a proposal is being considered to individually mentor each Year 9 Māori student during their first year of schooling to support inclusion and strengthen relationships. The school will continue to evaluate the effectiveness of their strategies.

Students interviewed during the review acknowledged the approachability and responsiveness of their teachers in assisting them to achieve their academic goals, including over the Covid disruptions.

## **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)*

**Robust internal moderation monitoring and audit process** Senior leaders can be confident that results reported are credible because of effective internal moderation processes conducted in departments. Heads of Department comprehensively document each internal moderation step on the school's

standardised template for each assessed standard. The Acting Principal's Nominee reviews the moderation processes of each department, including reconciling internal moderation records with stored student work, sufficient and purposeful verification selection, and the quality of verifier judgement statements. This annual monitoring reinforces the school's expectations of effective quality assurance of internally assessed standards.

The Acting Principal's Nominee and Acting Assistant Principal's Nominee undertake an Assessment Self-Review Audit of departments' assessment practices, including both internal and external moderation on a three-year rotation. Annual monitoring of internal moderation processes alongside the comprehensive departmental audit provides a check that school processes and NZQA requirements for assessment are being followed, enabling any issues to be identified and ensuring school-wide consistency of practice. School assessment leaders support Heads of Departments to take action to make improvements where needed.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Christchurch 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 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.

**Christchurch 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**

**Christchurch 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.

**Christchurch 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**

**Christchurch 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.

**Christchurch 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, and students and their families / whānau about assessment**

### **Christchurch 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].

### **Christchurch 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 Christchurch 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 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:

- information on their actions and self-review since the last Managing National Assessment report
- *Governance Manual / Te Mahere a Te Poari, Christchurch Boys' High School*
- *Assessment Handbook, Christchurch Boys' High School (Staff Handbook)*
- *Assessment Regulations, Christchurch Boys' High School (Staff)*
- *Assessment Regulations, Christchurch Boys' High School (Students)*
- *Curriculum Studies Guide, Christchurch Boys' High School (Students)*

The School Relationship Manager met with:

- the Assistant Principal Learning / Acting Principal's Nominee
- Acting Assistant Principal's Nominee
- Curriculum Heads of Department for:
  - Commerce
  - English
  - Health and Physical Education
  - Science
  - Social Sciences
  - Technology
- three students.

There was a report-back session with the Headmaster and Assistant Principal /Acting 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.