

Managing National Assessment Report

Christchurch Girls' High School | Te Kura o Hine Waiora

May 2022

FINDINGS OF THIS REVIEW

Christchurch Girls' High School | Te Kura o Hine Waiora

26 May 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 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

Agreed action

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

| Action | Timeframe |
|---|-----------|
| Credible assessment practice to meet student needs | |
| Review the use of Supported Learning standards to ensure they are being used in accordance with their stated purpose. | Immediate |

For consideration

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

- encouraging staff to use the function to query external moderation reports where they need further clarification.



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22 July 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 12 September 2017 Managing National Assessment Report

The review identified two agreed actions to refine assessment data related practices as well as ensuring student privacy is protected when signing off grades, and developing standardised course outlines. These have all been actioned. There was also an action to clarify that student work for grade verification should be purposefully selected and sufficient. In response departments have streamlined their processes, though some still do more than is required but feel it is useful for professional development. The change from random selection for external moderation to a more purposeful selection has helped reinforce this change in targeting teachers' internal grade verification selection process.

External moderation processes and response to outcomes The school has effective processes to respond to external moderation. These ensure senior management are fully informed of issues and involved in the review of outcomes where required. Feedback from external moderation shows learning areas do not have widespread or ongoing concerns.

Staff reflect on each moderation report and the school's Assessment Coordinator follows up any issues noted by the moderator with the Head of Learning. Any next steps are discussed and recorded, and their completion confirmed. The school has the same process for responding to external moderation conducted by Work Development Councils (formerly Industry Training Organisations).

To help ensure that staff are making the most of the opportunity external moderation feedback offers the school should consider encouraging teachers to use the function in the moderation application to query reports where they feel they would like further clarification or feedback.

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)

The school has a strong focus on self-review. It is coordinated and relies on shared ownership. This approach provides assurance to senior management that concerns and potential improvements relating to assessment practices will be effectively identified and appropriately addressed. It also helps ensure that the school utilises the flexibility of the NCEA model to best meet the needs of its students.

There is a coherent and collaborative approach to data review. It is linked to whole school goals and subject contexts from the class teacher's self-reflection as part of their professional growth cycle, which feeds into Head of Department review, then through to the Head of Learning Area annual report. This is then followed up with honest and open discussion with the Senior Leadership Team on what is going well, areas to strengthen, progress with goals and development of future goals. Areas of

current focus, based on standardised data the school provides to the teachers, include the achievement of Māori, Pacific, and accelerated learners.

Some changes as a result of self-review have been in response to disrupted teaching and assessment in recent years. The importance of some changes has been reinforced by the disruption. Recent developments include:

- removal of streaming in the junior school, which will flow on to the senior school next year, to set high expectations and help produce equitable outcomes
- reducing the number of standards assessed to allow students to focus on the quality of their assessment outcomes rather than quantity of credits achieved
- the use of end of topic tests as well as school examinations to gather evidence for derived grades to allow students to have adequate opportunities to demonstrate their achievement
- widening the use of digital tools, for both internal and external assessment, so students can be assessed in a style they are used to working in
- updating extension policies to provide the flexibility needed for students to achieve.

Internal self-review is a continual process with initiatives being reviewed as they develop. The next planned steps include:

- revisiting the current position of the community wanting assessment at Level 1 once the impact of the Review of Achievement Standards is known
- investigating further measures to track literacy and numeracy progress in the junior school to prepare effectively for the literacy and numeracy co-requisites
- considering the best ways to meet the assessment needs of students at Year 13 who want to follow a vocational pathway.

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)

Strong systems support special assessment conditions The school has an increasing number of students who have access to special assessment conditions. Processes are supported by a Learning Enhancement Team with many applications reliant on school-based evidence, which is gathered from Year 10 onwards.

Staff are well informed of student entitlements and are updated as student needs change, and have access to an online process to book support when students need it for assessments.

Student progress effectively tracked, and interventions put in place to improve achievement outcomes The school effectively uses data to track student progress, with a focus on improving student achievement outcomes. By the end of term two and onwards, teachers provide estimated final credits. This information is not intended for students, but for Deans to use in weekly pastoral team meetings to consider if any interventions need to be put in place to help students reach their assessment goals. Solutions can involve changes in assessment programmes, parental input, and support from individual Ako or class teachers. Students are also encouraged to track their own progress and receive fortnightly engagement grades.

Progress towards, and any necessary support for students gaining literacy and numeracy requirements is effectively managed. The Principal's Nominee follows up any potential issues with any Year 13 students gaining the literacy requirement for University Entrance.

Review the use of Supported Learning standards The school must review the use of Supported Learning standards to ensure they are being used in accordance with their stated purpose. The standards are designed for learners who require some form of support with their learning either through additional resources, specialised equipment or adapted teaching programmes. They are intended for people with learning disabilities including those with intellectual disability. Results submitted to NZQA suggest they may be being used with some students whose assessment programmes indicate they might not meet these criteria. Inappropriate use can result in invalid assessment results. Their use should be considered on an individual student basis.

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)

Effective monitoring of internal moderation Processes assure senior management that all reported results are credible. As with following up external moderation the school has assigned the monitoring of internal moderation to an Assessment Coordinator. Regular discussion between the Assessment Coordinator and Principal's Nominee results in them both being well informed of moderation practices and any assessment quality issues that need to be managed.

Teachers record detailed comments of their discussion of grade decisions on the *Internal Moderation Cover Sheet* and submit completed sheets to the Assessment Coordinator. He checks the information, and follows up on missing documentation, and where needed discusses them with the teacher, ensuring any concerns are rectified. He meets with the Heads of Learning Area annually to check that practice aligns with the recorded process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Christchurch Girls' High School | Te Kura o Hine Waiora 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 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
- 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.

Christchurch Girls' High School | Te Kura o Hine Waiora 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 Girls' High School | Te Kura o Hine Waiora 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
- 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 Girls' High School | Te Kura o Hine Waiora 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.

Effective management and use of assessment-related data

Christchurch Girls' High School | Te Kura o Hine Waiora 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 Girls' High School | Te Kura o Hine Waiora 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

Christchurch Girls' High School | Te Kura o Hine Waiora 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Christchurch Girls' High School | Te Kura o Hine Waiora 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 Girls' High School | Te Kura o Hine Waiora:

- 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:

- information on their actions and self-review since the last Managing National Assessment report
- Christchurch Girls' High School | Te Kura o Hine Waiora *Assessment Manual* (Staff Handbook)
- *NCEA – Internal Assessment for Parents & Students* (Student Handbook)
- copies of presentations to students.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning Area for:
 - English
 - Social Sciences
 - Technology
- Heads of Department for:
 - Drama
 - Health
- Teacher in Charge of:
 - Statistics
- three students.

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.