

# Managing National Assessment Report

## Timaru Boys' High School

July 2022

# **FINDINGS OF THIS REVIEW**

## **Timaru Boys' High School**

**28 July 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 2021.

## Actions and considerations

### Agreed actions

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

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Report results with the correct provider code	<ul style="list-style-type: none"><li>• Immediate</li></ul>
Ensure the student assessment handbook is fit for purpose.	<ul style="list-style-type: none"><li>• By the end of the school year</li></ul>



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18 August 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 4 July 2017 Managing National Assessment Report** The school has resolved both agreed actions by ensuring all staff maintain student privacy when signing-off grades and regularly clarifying the guidelines for providing resubmission opportunities with staff.

**External moderation processes and response to outcomes** For the past five years, the external moderation sample shows the school's quality assurance process has delivered variable assessment quality. In 2022, incorrectly coded results contributed to a lower than expected overall level of consistency. To ensure results are reported with the correct provider codes, a system needs to be developed for reconciling results from Timaru Girls' High School and other external providers with whom the school holds a current Memorandum of Understanding or approved subcontracting arrangement.

The Principal's Nominee follows up on issues arising from external moderation and works with Heads of Department to evaluate how effectively their planned actions resolved the issues identified in the external moderation reports. Where a teacher or verifier has not checked the clarifications, or where there is a pattern of inconsistency, the Principal's Nominee works with the Head of Department to devise strategies to improve teacher practice.

### 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)*

Timaru Boys' High School (TBHS) offers its students connections to a rich history alongside preparation for a future world. The school's process of self-review ensures it continues to meet the dual demand for both academic and vocational pathways. Core subjects are differentiated into courses offering external assessment alongside those offering wholly internally assessed standards. Assessment is further tailored and personalised, where possible, to meet the needs of individual students.

Since the last *Managing National Assessment* review, a change of leadership has resulted in a review of the school's strategic plan. Through consultation with staff, students, and the community, the senior leaders aim to identify and prioritise a lower number of actionable, measurable *Big Picture* goals to better meet students' needs and improve student achievement in the medium and longer term.

A non-negotiable priority for the Senior Leadership Team is to enhance progress already made on the TBHS Māori Achievement Plan and to embed an inclusive culture across the whole school. The school leadership believes that improved relationships between teachers and students, that are culturally relevant and significant, will continue to improve achievement outcomes and aspirations for Māori and Pacific Peoples' target groups. Since 2019, achievement outcomes for Māori have improved at Levels 1 and 2. Recent initiatives include:

- appointing a Kaiāwhina in 2021, with a focus on improving achievement outcomes for Māori students by monitoring individuals' progress
- tracking enrolment, attendance, and achievement data, including interventions and retention strategies of target ethnic groups
- reporting annually on Māori and Pacific People's leavers, at each year level
- further developing whānau connections with the school by holding more special focus events and celebrating success
- continuing to provide te reo classes at all levels through a Memorandum of Understanding with Timaru Girls' High School.

In response to a decline in NCEA achievement across all year levels in 2018 and 2019, the school leadership responded by requiring staff to focus on the completion of summative assessment and to contact the parents/caregivers of students "at risk" to elicit their support. The commitment of all staff to this goal had an immediate impact and in 2021, achievement outcomes at levels 1 and 2 improved significantly to better than that of comparable schools.

To provide context around lower achievement outcomes at level 3, fewer students in year 13 are identified as university bound with significant numbers now leaving school once they complete NCEA level 2, to take up employment. The year 13 Dean and Rector work closely together monitoring and tracking the progress of Year 13 students, in order to optimise achievement outcomes for this group.

A review of the junior Mathematics programme has engaged students in mathematical learning and assessment in preparation for the 2023 Numeracy co-requisite. The junior curriculum was revitalised and divided into six strands across years 9 and 10. Learning modules allow students to work independently and at their own pace. Mathematics has grown in popularity and teachers report students are less anxious and better engaged in the subject.

In addition, the school has adopted the SOLO (Structure of Observed Learning Outcomes) taxonomy and woven it into the design of NCEA assessment to build teacher capability and engage students to take their learning further. By scaffolding a pathway of less complex tasks, students can gain a clearer understanding of what they need to do to move past the various grade boundaries. The leadership is currently evaluating how successfully teachers can move students from Achievement to Merit.

Under the new leadership, department self-review has evolved into a comprehensive, collaborative, and consistent exercise that informs changes to assessment practice and pathway planning. Each department has the opportunity to discuss its end of year report with a member of the Senior Leadership Team, who invites discussion, encourages reflection, and poses questions that test the findings. The teachers interviewed commented on how the process engages and empowers middle managers and teachers to reflect on their quantitative and qualitative assessment data, and question how they can improve achievement outcomes for students.

Timaru Boys' High 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.

## 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)*

**Ensure the student handbook is fit-for-purpose** The current student handbook closely mirrors the handbook used by staff. It would serve students better if it were more accessible and written in student-friendly language. If the information about NCEA in the *Senior Course Selection Information Handbook* were merged into the handbook, then it would be more fit-for-purpose and provide clearer information on endorsements, resubmission rules and the finer points of NCEA assessment practice.

## 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** Following the last *Managing National Assessment* review, the storage and tracking of internal moderation has moved online and is monitored and managed through a web-based application. The adoption of this online system has enabled assessment and moderation to continue remotely through the disruption caused by COVID-19 and ensure credible results are reported. The Principal's Nominee checks the verifier is a subject expert and ensures the student work is strategically and purposefully selected.

Most staff interviewed record verification discussions. This good practice should be encouraged across all departments, as it provides comprehensive understanding of where the grade boundaries lie, and also confirms the robustness of the verification process.

**Use of external verification** Most Heads of Department interviewed value their connections with colleagues in other local schools with whom they share grade verification and professional learning. External verification is both practical and strategic. Where a teacher is the sole subject specialist, an external grade verifier is required for internal moderation. However, several HODs use external verifiers to counteract insularity and avoid professional isolation.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Timaru 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 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 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
- 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.

**Timaru 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**

**Timaru 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.

**Timaru 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**

**Timaru 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.

**Timaru 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 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
- 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**

**Timaru Boys' 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 in a variety of ways and for special focus events.

**Timaru 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 Timaru 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.

### 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 sample of departmental report summaries for the BOT, annual departmental summaries for the Principal and forms for staff and students
- information on the school's actions and self-review since the last Managing National Assessment report
- *2022 Assessment Policy for Students*
- *2022 TBHS National Qualifications Procedures (Student Handbook)*
- *2022 TBHS Staff Information National Qualifications Procedures (Staff Handbook)*
- *TBHS Strategic Plan 2022-2024.*

The School Relationship Manager met with:

- the Principal's Nominee (Deputy Rector)
- Heads of Department for:
  - Mathematics
  - Music
  - Outdoor Education
  - Physical Education
  - Science
  - Visual Arts
- three students.

There was a report-back session with the Rector and Principal's Nominee (Deputy Rector) 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.