

Managing National Assessment Report

Otago Boys' High School

June 2023

FINDINGS OF THIS REVIEW

Otago Boys' High School

29 June 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 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 the following action will improve the quality of their assessment systems and practice for national qualifications. This is:

| Action | Timeframe |
|--|------------------------|
| External and internal review | |
| Formalise evaluation of the effectiveness of response to external moderation across all subjects | Immediate, 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:

- updating school assessment policies and handbooks to reflect current advice from NZQA
- ensuring all staff and students are familiar with the school's authenticity statement
- developing a web-based form for appeals and applications for extensions.

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23 November 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 28 June 2018 Managing National Assessment Report The school had one agreed action from the 2018 report, which was to add an end of year attestation by Heads of Department that internal moderation has been completed as planned. This has been addressed by introducing a form which the Principal's Nominee follows up to check completion, confirming that all results reported have been quality assured.

External moderation response to outcomes and processes The school's feedback process following receiving external moderation outcomes is used to strengthen the school's quality assurance processes. Currently the Principal's Nominee requests feedback from staff on Not Consistent and Not Yet Consistent moderation outcomes with respect to the quality of their assessor judgements and how they will meet the requirements of the standard. Through the follow-up process the Principal's Nominee identifies assessment concerns and supports staff by helping them to upskill. This includes developing action plans and documenting the changes they have made to the course, teaching, assessment materials and assessment practice. Otago Boys High School's external moderation history shows that although most assessor judgements are at the standard, there are some subjects with historical low rates of consistency. Improvement in the level of response to moderation outcomes will support 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)

Since the last Managing National Assessment review in 2018, there have been changes to the Senior Leadership Team and Principal's Nominee at Otago Boys' High School to ensure effective self-review enables improvements and identification and resolution of issues. There is now one Deputy Principal responsible for curriculum leadership who works with the Principal's Nominee supporting the school to strengthen its focus on robust, clear systems for self-review of programmes and assessment processes. Departments regularly report on these to Senior Leadership and the Board, contributing to on-going improvement of school process to support students and enhance academic outcomes.

All departments should include their response to external moderation in their annual departmental review and senior leadership and the Principal's Nominee should evaluate the effectiveness of the response. This would assure them that the changes being made will produce the expected improvement in external moderation outcomes.

The Principal's Nominee has good knowledge and oversight of all NCEA-related practices. This instils senior leaders with confidence that potential issues around management of assessment are addressed, and staff are supported to make good assessment decisions.

Readiness for NCEA Change The Academic Advisory Group (AAG), led by the Rector, sets the strategic direction for the school. This group has representation from all learning areas. Current developments include the review of the Year 9-10 curriculum, interconnected with reporting and grading. The aim is to develop norms and expectations for students around learning and assessment that will flow into the senior school.

Junior curriculum development at Otago Boys' High is interconnected with planning for NCEA change for 2024. The school has a curriculum first approach, and each department is developing outlines for courses and then mapping the new standards to them as appropriate in order to match identified student interest and learning pathways. The intention is for curriculum to be supported by authentic assessment that is relevant and engaging for their students. Each Year 11 course will be assessed using three standards and staff are investigating how to retain their innovative approaches to assessment for the internally assessed standards.

The AAG draws on input from staff, students, family surveys, whānau and Pacific family consultation and the school's Parent Teacher Association.

Building capability in literacy and numeracy In preparation for the mandatory inclusion of the Literacy and Numeracy corequisites the school has allocated resources to establish coordinators focused on enhancing literacy and numeracy skills among students. The analysis of junior achievement and standardised test data has been key in driving this development, enabling the identification and provision of support for students for whom it may be necessary. Staff are coached to enhance their ability to provide improved support to students to develop numeracy and literacy competencies. This capability building is evidenced by the school's increased engagement in digital online co-requisite assessments. Students spoken to report an increased confidence in their readiness for literacy and numeracy assessments.

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)

Enhanced assessment practice and communication The Principal's Nominee has a clear focus on developing quality assessment practices across the school. His aim is to empower subject leaders to manage assessment within their subjects and to support them with systems for accountability. This focus has been supported by strengthening communication on assessment with staff, students and whānau, utilising the school website, regular emails, and messaging from the school's learning platform. The Principal's Nominee also used staff meetings, student assemblies and the NCEA evening for parents to reinforce school processes and expectations.

A consideration for the school is to update school assessment policies and handbooks to reflect current advice from NZQA on breaches of assessment rules including authenticity. An updated authenticity statement, including the school's approach to use of Artificial Intelligence, would support form teachers clarify requirements with students. This would also enable a consistent understanding and approach towards authentic assessment for both teachers and students.

Although there is effective communication of assessment policy and procedures, the school should document the process for granting extensions for missed assessments and appeals. A web-based application would allow the Principal's Nominee to track

student requests, ensuring consistent practices, and verifying that authenticity is maintained for assessment opportunities.

Monitoring and tracking student progress The school uses an estimated credits process to identify students at risk of not achieving their academic goals or a qualification. This is led by the Deputy Principal Pastoral who coordinates with key staff including House Deans, Māori Dean, Pasifika Dean, Hostel Manager, and form teachers. There is a team approach to following up with students and whānau to negotiate a pathway to mitigate any risks and decide on strategies to support the student. These include mentoring and exploring alternative pathways.

Academic coaching by form teachers is offered to all students. Each year form teachers meet students and their whānau to discuss progress and set academic goals. In addition, there is a three-weekly cycle dedicated to monitoring student progress, with regular attitude and effort feedback from subject teachers. The school's Centurion reports, based on NCEA assessment success rates, are communicated with whānau to maintain students' focus on achieving positive outcomes. The Centurion badges for one hundred percent achievement are highly valued by students.

Innovative approaches to meet student needs Otago Boys' High School offers courses which support students with a range of opportunities through links with tertiary organisations, including with universities, and other external providers. Provision of multiple programme pathways meets students' specific learning and assessment needs and reflects their aspirations and interests, to support access to intended future educational, vocational, or work opportunities. The links developed with their sister school allow for a wider selection of senior subjects and greater timetable flexibility. Another strategy that supports deeper student learning is the "wānanga day", a whole day in-class session for each subject. Teachers indicated that this has been beneficial, especially for subjects with a practical component.

Support for Māori students to achieve In 2022 Māori students at Otago Boys' High School achieved higher completion of NCEA and University Entrance compared to the overall cohort. The school has strong engagement with whānau and has appointed staff to build the school's capacity to ensure Te Ao Māori is reflected in the life of the school. This has enhanced the provision of Te Ao Haka and now the school can also support students in Whakairo (carving), through whānau links to an experienced assessor. Cultural inclusion has enabled the school to provide equitable access to achievement and future opportunities.

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)

The school's internal moderation process is embedded into staff practice. The Principal's Nominee supports teachers with these processes to track the progress of moderation of assessment materials and student work. He uses regular briefing time to keep the process front of mind and works with new staff to ensure they understand the expectations.

Teacher judgements are verified by qualified assessors within the school and staff have established good relationships with assessors in other schools. Teachers are

encouraged to become moderators, engage in other assessment-related activities, and subject associations. The Principal's Nominee promotes teacher professional learning and there is good uptake of NZQA's learning management system, Pūtake and Best Practice Workshops, when available.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Otago Boys' 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 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.

Otago 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Otago 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.

Otago 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

Effective management and use of assessment-related data

Otago 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 an annual analysis of NCEA achievement to inform strategic goals and actions.

Otago 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 whānau about assessment

Otago 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.

Otago 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 Otago 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 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
- *Qualifications & Assessment Policy 2023, Otago Boys' High School* (Teacher Information)
- *Qualifications & Assessment Policy 2023, Otago Boys' High School* (Student Information)
- *Qualifications & Assessment Policy 2023, Otago Boys' High School* (Parent/caregiver Information)
- *Otago Boys' High School HOD Quality Assurance Systems Check 2023.*

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal – Curriculum/Assessment
- Heads of Department for:
 - English
 - Mathematics
 - Technology
- Teacher in Charge of:
 - Visual Arts
- Teachers of:
 - Business and Economics
 - Physics
- three students.

There was a report-back session with the Principal, Deputy Principal - Curriculum/Assessment 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.