

# Managing National Assessment Report

## Southland Girls' High School

October 2022

## **FINDINGS OF THIS REVIEW**

### **Southland Girls' High School**

**20 October 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 actions**

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

| <b>Action</b>   | <b>Timeframe</b>  |
|---|---|
| <b>External and internal review</b>                             |   |
| Update staff and student handbooks to reflect current practice. | Draft to be completed by the end of year, with the final versions available at the start of 2023. |

### **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 Heads of Faculty and Teachers in Charge of subjects to use the query process to get feedback on external moderation to enhance effective assessment practice
- ensuring students register and use their NZQA learner login so they can access the functionality it provides.



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5 December 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 7 June 2017 Managing National Assessment Report** The two action items from the 2017 report have both been addressed. Supported Learning standards are now used minimally and, when used, are targeted to individual student need. The Data Manager has developed and uses a system to check that all internal entries made to NZQA have a corresponding result. Students are withdrawn from the standard if they were not given opportunity for assessment.

**External moderation processes and response to outcomes** The school has an effective process in place to reflect on feedback from external moderators and respond as appropriate. There are several subjects with ongoing issues and curriculum leaders should consider how to address these by using the query process to get feedback.

The school has a reflection template which the Principal's Nominee shares with curriculum leaders. Once this is completed the Principal's Nominee identifies any concerns and follows up with the Deputy Principal Curriculum. They liaise with the Head of Faculty to ensure that any issues raised are addressed for future assessments.

External moderation reports indicate that most assessor judgements are at the national standard. Curriculum leaders are proactive in suggesting standards for the school's external moderation plan.

### 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 effective self-review practices which is evident in the school's departmental reviews of assessment processes. This is shared with the Board of Trustees and senior leadership team who, with the Principal's Nominee, use departmental review to develop the school's assessment review. Since the last MNA, the school's review systems continue to provide NZQA with the confidence that assessment for qualifications is robust and poses no risk to the credibility of the results reported to NZQA each year. Curriculum leaders reflect on assessment and moderation data to check that quality assurance of their internal assessment is robust. This builds teacher capability in review and assessment practices. Some of the recent outcomes of self-review are:

- The development of school wide processes for collecting assessment evidence, giving students feedback, and ensuring students have access to all course and assessment materials.
- The school's writing programme used in teaching and learning across curriculum areas, and which supports students to critique their own writing.

**Regularly review assessment guidelines for staff and students** The Principal's Nominee and the Deputy Principal Curriculum recognise the need to update their

student and staff assessment handbooks to reflect current practice. The update of the staff handbook should include how to use the ASSAY function in the Student Management System, current guidelines for the selection of student work for external moderation, and any new assessment processes that the school has developed. This will ensure that there is shared understanding of assessment requirements and that the documents remain fit for purpose. The school intends to make these handbooks available in paper and digital formats and include links to resources on the NZQA website to assist keeping staff, students, and whānau up to date.

## **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)*

**Meeting student needs a priority** The school has flexible courses that cater for student strengths and support engagement and achievement success. Where appropriate, students have a choice of methods to demonstrate their learning. Students can also access learning from other schools for subjects that the school does not offer on site and there is an eLearning tutor who monitors their progress. This has led to improved achievement, especially for Māori students in the last three years.

Academic tutors track student achievement data regularly during the year, and report on student progress in Personal Learning Conferences. These are well attended by whānau and students. Staff provide targeted support for identified students at all levels of the pastoral system, for example extra study sessions throughout study leave time.

**Special assessment conditions evidence gathered in Years 9 and 10** The use of school evidence for special assessment conditions (SAC) applications has grown considerably in the past two years. This has addressed barriers to student achievement in assessments. The school monitors all SAC processes effectively and the staff interviewed could elucidate the process they used to set up their students for accessing the support they were entitled to.

**Informing students and whānau about NCEA and assessment procedures** Southland Girls' High School students are kept well-informed about NCEA and assessment procedures through assemblies and during time with Academic Tutors. Student and whānau receive fortnightly emails, including assessment related links to relevant information on the school website.

Making the student assessment handbook is accessible for students and whānau on the school website would further support their understanding of assessment policies and procedures.

**Encourage students to use their NZQA Learner Login** The Principal's Nominee identified that more students need to set up and regularly use their NZQA learner login. Although students say that they prefer to access their results through the online portal to the school's Student Management System, this will prevent them from accessing the data NZQA holds on their entries and results and the opportunity to report to the school any errors or omissions that might impact the qualifications NZQA awards. The NZQA Learner Login is also essential for student engagement with digital exams, gives students access to order copies of their qualification certificates, request reviews or reconsiderations of external examination papers and print an official copy of their Record of Achievement.

The school will focus on this in assemblies at the end of the year and via academic tutoring during the school year.

## **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)*

**Documenting and monitoring internal moderation processes** The Principal's Nominee and Deputy Principal Curriculum provide sound leadership in documenting and monitoring internal moderation processes. Heads of Faculty are supported to lead teacher use of the school's internal moderation process in the school's Student Management System. This has rationalised tracking of the moderation process for the Principal's Nominee and curriculum leaders, and the school can be confident that its internal moderation and the results reported for students are credible.

**Ensuring proactive and purposeful internal moderation processes** In most subject areas, the school has more than one assessor with assessment experience and expertise which facilitates strong verification practice. Staff are active in local subject clusters and access the new exemplars on Pūtake to inform assessment practice and develop new assessors.

Students are aware of the timelines for internal moderation and can explain the significance of moderation for their assessment.

## **Appendix 1: Effective Practice**

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

**Southland Girls' 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
- providing expanding opportunities for digital assessment including digital exams
- 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.

**Southland Girls' 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**

### **Southland Girls' 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.

### **Southland Girls' 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**

### **Southland Girls' 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.

### **Southland Girls' 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

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

### **Southland Girls' 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.

### **Southland Girls' 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 Southland Girls' 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
- *The Assessment Book – Policies and Procedures Manual for Staff, Southland Girls' High School 2022* (Staff Handbook)
- *Achievement @ SGHS – Assessment Guidelines 2022* (Student Handbook).

### The School Relationship Managers met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Head(s) of Faculty for:
  - English
  - Languages
  - Mathematics
  - Science
  - Social Sciences
  - Visual Arts
- three students.

There was a report-back session with the Acting Principal, Deputy 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.