

Managing National Assessment Report

Rutherford College

May 2023

FINDINGS OF THIS REVIEW

Rutherford College

5 May 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 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 the following actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure results are reported for internal assessments or remove entries by NZQA's deadline	Ongoing and by 1 December
Remind all teachers of the requirements of the <i>Privacy Act 2020</i> and add these to the staff handbook	Immediate and ongoing
Internal moderation to ensure the reporting of credible results	
Ensure student work is stored so that it is available for external moderation	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:

- strengthening consistent recording of verification comments for internal moderation across all departments

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27 July 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 3 August 2017 Managing National Assessment Report The school has addressed both action items from the 2017 Managing National Assessment review.

The staff handbook has been updated to reflect changes brought about by the introduction of a student management system and has removed reference to the practice of accepting further evidence after grade verification has occurred. Practice and documentation now reflect NZQA's requirements. This has led to consistent practice across the school and fair assessment for all students.

External moderation response to outcomes and processes The feedback from external moderation in 2023 shows that the school's response to external moderation is sound. As a next step the Principal's Nominee has identified that the annual department review of external moderation could clarify identified actions are completed. The Principal's Nominee closely monitors external moderation. They share reports with departments and hold meetings to create action plans for follow-up. Checks within the review will provide senior management with greater certainty that quality assurance is robust and will better support the accuracy of student results.

Over the past three years, student work for external moderation has not been submitted to NZQA resulting in *Materials not received*. This is discussed in the Internal moderation section of this report.

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)

Leaders use data effectively to inform decision-making of the delivery of learning and assessment at all levels, to foster student engagement and enhance student achievement opportunities. The Principal's Nominee, who is also the Associate Principal, leads Curriculum meetings. Curriculum leaders use their data to reflect on course changes and to support students through recommended changes that will best meet their needs. Student interests and student voice support continuous improvement in developing program pathways to meet student needs.

Ongoing effective review and analysis of achievement data by senior leaders confirms the need for an ongoing focus on equity. Students are provided with a range of opportunities to engage with STEM courses and Mahi a Toi as well as Te Reo Māori and language learning opportunities to meet cultural needs. The school has two mentors with a specific focus on Māori and Pacific pedagogy and assessment under the Culturally Responsive and Relational Pedagogy programme.

The school is preparing effectively to help ensure systems are ready for at-scale engagement with digital assessment. The Acting Principal's Nominee and Acting Principal have reviewed the school's engagement with 2022 digital assessments and will use the findings to inform the logistics and management of future digital

assessments. This year the school will take part in the Literacy and Numeracy common assessment activities and Te Ao Haka at all levels. The school is supporting learning for teachers to train in Assessment Master and as administrators. These actions are effectively resourcing best practice for digital assessment.

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, TEOs assessing against Achievement Standards, and Candidates 2023

Offering Pathways that meet student needs Rutherford College offers students targeted pathways that meet their educational, vocational, or future employment needs. This includes vocational pathways through West Auckland Academies, Unitec, and Auckland Universities, to provide extension papers for students who are ready to begin university studies. Students are supported through the LEAP department to engage with any of the school's academic, Scholarship, or vocational pathways.

Data review of entries with no results reported The school needs to implement a process to monitor that internal assessment entries without grades are appropriately withdrawn or, where students have had an adequate opportunity to be assessed, a Not Achieved grade is reported. By adopting this required practice, the school will improve tracking of student progress towards their intended assessment program and qualification goals.

The Principal's Nominee has undertaken to implement a system for checking the accuracy of entries. This will be a requirement for all Faculties and Departments this year. Its implementation should address the issue in 2022, where the school made an increased number of entries for which no results were reported.

The Privacy Act 2020 The requirements of the *Privacy Act 2020* need to be added to the staff handbook and staff reminded of their obligation to ensure that student privacy is maintained. Students noted that privacy was not always maintained during grade sign-off. Changes to documentation and practice will ensure that students maintain control of their personal information.

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, TEOs assessing against Achievement Standards, and Candidates 2023

Recording of verification outcomes student work for external moderation The school can continue to strengthen its internal moderation processes by following up with teachers who have not recorded grade verification comments, as required in the school's own processes. The purpose of recording verification comments is to support accurate assessor judgements against the standard and for future reference. In most departments this is happening, but further monitoring will ensure greater consistency of grade judgements.

Storage concerns highlighted in monitoring follow up The Principal's Nominee needs to have confidence that all departments are storing assessment materials adequately so that these can be provided when requested for external moderation. This can become more consistent if the school updates its digital and physical storage policy and provides professional development where this is needed.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Rutherford College 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
- 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
- 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.

Rutherford College 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
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades.

Effective internal and external moderation to assure assessment quality

Rutherford College 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.

Rutherford College has effective processes and procedures for managing external moderation by:

- 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

Rutherford College effectively uses assessment-related data to support achievement outcomes for students by:

- 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.

Rutherford College 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
- ensuring low levels of late external entries
- 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

Rutherford College 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, such as the holding of parent gatherings.

Rutherford College 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 Rutherford College:

- 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 *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
- *Rutherford College Staff Handbook, Policies, Practices and Key Forms 2023* (Staff Handbook)
- *Rutherford College Student Handbook, NCEA and Vocational Pathways 2023* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - English
 - Languages
 - Mathematics
 - Physical Education and Health
 - Science
 - Social Science
- three students.

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