

Managing National Assessment Report

Rangitoto College

March 2023

FINDINGS OF THIS REVIEW

Rangitoto College

15 March 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 highly 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
Credible assessment practice to meet student needs	
To review whether current Memoranda of Understanding are fit for purpose.	Within the current year
To develop a system to ensure consistency of the information provided to students about assessment rules.	Within the current year

For consideration

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

- devolving more responsibility to Heads of Departments for preparing moderation submissions in the external moderation application.



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19 May 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 29 March 2018 Managing National Assessment Report The agreed action items in this report have been addressed by the school. Sufficient selection of student work for grade verification now occurs which ensures that verification processes are robust without over-sampling. Documentation relating to resubmissions and further assessment opportunities has been updated to provide consistent understanding by all staff.

External moderation response to outcomes and processes The school has effective processes in place to ensure that matters raised in moderators' reports are noted, action plans developed to address any concerns and follow up monitoring undertaken to ensure that these plans are enacted.

Heads of Department review all external moderation reports and, where needed, develop an action plan in response to issues raised. This process is coordinated by the Principal's Nominee.

External moderation outcomes and actions to be taken arising out of reports are discussed and their completion monitored in meetings between Heads of Department and Senior Leaders who have line manager responsibility for those departments. This provides increased confidence in the appropriateness of actions to be taken and their effective completion.

The school should consider devolving more responsibility to Heads of Departments to prepare moderation submissions in the external moderation application. Currently, moderation materials are supplied to one staff member (NZQA Liaison) who then completes the submissions. Devolving some of these tasks to Heads of Department will share the workload. Although Heads of Department will be able to prepare the submissions directly, they will not be able to send the submissions to NZQA. Responsibility for checking the materials and sending the submissions will still reside with the NZQA Liaison.

Greater direct involvement in this process by Heads of Departments may also be more effective with the change to the timing of the submission of external moderation from 2024.

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)

Self review is an embedded and robust process, informed by the analysis of data, and occurring at every level in the school. It is well led by Senior Leaders. This schoolwide approach to review provides confidence not only that areas of concern will be acknowledged and addressed, but that a focus on ongoing improvement is maintained.

Heads of Department prepare detailed annual reports on achievement in the previous year. These reports, which include goals for the current year, are presented

to Senior Leaders. Heads of Department also report to the Board of Trustees on a rotational basis. This process ensures that all key strategic decision makers have a comprehensive understanding of factors impacting on students' NCEA achievement.

Senior Leaders have a weekly Strategic Planning meeting with one focus being the monitoring of progress towards achieving schoolwide goals. A feature of these goals is they have both a multi-year and fairly broad sweep (e.g. a focus on the development of a Knowledge Based Curriculum) and a shorter term more narrow focus (e.g. raising the NCEA achievement rate of boys by a specific percentage).

The process of the Principal's Nominee or the NZQA Liaison conducting "mini-MNAs" with departments once every two years is good practice to ensure that assessment and moderation procedures are consistently followed with the expected understanding and rigour across all departments.

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)

Consistently high attainment rates supported by data analysis A feature of the school is the maintenance of consistently high attainment rates in both NCEA and Scholarship across a number of years. This consistency has been maintained across all ethnicities.

The ongoing detailed analysis of student achievement data throughout the year both informs Senior Leaders of overall progress and also targets potential intervention with individual students if concerns arise. This intervention is coordinated by line managers.

This refined focus on the analysis of achievement data followed by targeted intervention has resulted in Senior Leaders noticing that the overall achievement rates for boys are a little lower than for girls. This has resulted in a schoolwide goal being established this year to reduce this gap.

Preparation for introduction of the new standards Of particular note during the interviews with Heads of Department was the advanced level of reflection and planning that has already occurred in preparation for the introduction of new standards in 2024.

Students have also engaged in digital external assessment in recent years across a number of subject areas although not yet at large scale. This adds to the overall level of the school's preparedness.

This level of preparation provides confidence in the school's readiness to manage the upcoming changes to NCEA.

Review the management of Memoranda of Understanding The school must review whether current Memoranda of Understanding are fit for purpose.

The school holds a number of Memoranda of Understanding with outside providers who offer students assessment in standards for which the school either does not have Consent to Assess or suitably qualified staff employed to undertake valid assessment. Results are usually reported to NZQA by the school using the outside provider code.

Most Memoranda of Understanding sighted during this review appeared to be created by the outside providers from their own templates with a focus on the requirements of the provider. The school should consider including items in these memoranda that meet the school's requirements, such as the timing of the return of results to the school, which has been an issue in the past.

Consistency in the publication of assessment rules needed The school must develop a system to ensure consistency of the information provided to students about assessment rules. This could be by only publishing the information online following the principle of "one source of the truth" or creating a common template for all departments to follow, or some other appropriate approach.

Currently, the school publishes information for students related to assessment rules (late submission of assessments, appeals, etc.) online through the student portal. This means that whenever a student checks their results, they are also able to check assessment rules. This approach is both easily accessible for students and also provides a single schoolwide publication. It is effective.

However, these assessment rules are also published in course guides that are made available to students by departments. In the guides sighted during this review, published assessment rules varied. In some cases, the information contained in the guides was out of date or incomplete. This raises the risk of varying understanding and application of these rules for teachers and students.

Accuracy and consistency of published information should be checked annually. The "mini-MNA" approach could incorporate these checks.

Widening opportunities in Science, Technology, Engineering and Mathematics (STEM) subjects The school has introduced strategies to increase the engagement of Māori and Pacific students in STEM subjects. In 2022, Deans engaged in a professional learning programme designed to enhance conversations with these students during course checking interviews and to support the uptake of STEM subjects. This year, the school is participating in the University of Auckland Whakapipi Ake Project aimed at supporting Māori students into health careers.

Although overall NCEA attainment indicates that students from all ethnicities are achieving at similar rates, the percentage of the cohort of Māori and Pacific students taking multiple STEM subject at Level Three is lower than for other ethnicities. There may be further opportunities for the school to consider for adding value to these students' qualifications through an appropriate and targeted approach.

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)

Internal moderation practices effective Thorough processes to ensure the completion of internal moderation provide confidence to Senior Leaders that results submitted to NZQA are credible. This credibility is further enhanced by the high rate of consistency between the judgements of assessors and the national standard expressed by moderators through external moderation reports.

A challenge for the school is to maintain consistency of practice across many departments and a large number of teachers. Specific internal moderation practices do vary between departments but, in the departments included in this review, these variations appear to be appropriate given the different circumstances of each department and occur within NZQA's rules and expectations.

Internal moderation coversheets are completed for each standard assessed and these are saved digitally so that the Principal's Nominee and NZQA Liaison can monitor their completion. A review of these practices occurs during the "mini-MNA" processes which adds to the level of assurance.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Rangitoto 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
- providing 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

Rangitoto 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
- 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

Rangitoto 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
- 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.

Rangitoto College 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

Rangitoto College 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Rangitoto 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, and internal entries with no results

Effective communication to inform staff, and students and their families about assessment

Rangitoto College 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.

Rangitoto 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 Rangitoto 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 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
- *NCEA Assessment & Achievement Handbook, Rangitoto College, 2022* (Staff Handbook)
- *NCEA Courses, Requirements & Guidelines for NCEA Levels 1,2 & 3, Rangitoto College, 2022*
- *Tertiary Study – NCEA Requirements, Rangitoto College, undated.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Design and Visual Communications
 - English
 - Mathematics
 - Science
 - Social Sciences
 - Visual Arts
- Deputy Head of Department for:
 - English
- three students.

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