

Managing National Assessment Report

Rosmini College
September 2022

FINDINGS OF THIS REVIEW

Rosmini College

22 September 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
External and internal review	
Re-introduce the lapsed schoolwide review process or consider a new model	Within one year
Develop a systematic process to monitor the completion of external and internal moderation processes	Within one year
Credible assessment practice to meet student needs	
Ensure that Memoranda of Understanding are established with all external providers	Immediate

For consideration

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

- reviewing the support needed for teachers to be adequately prepared to deliver the new NCEA standards from 2024
- further clarifying and expanding sections in the staff handbook referring to the monitoring of moderation practices and detailing the derived grade process
- reviewing whether additional support should be available for Pacific students to raise their overall attainment level to those of other groups.



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10 November 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 5 April 2018 Managing National Assessment Report The school took steps to address the action items arising from their last review. The staff handbook was updated as required to ensure that the information it contained was current. A process was introduced to monitor that internal moderation was occurring in departments in line with NZQA's expectations, so that senior leaders could be confident that this process was robust.

However, a change in Principal's Nominee and the Covid-related disruptions that have been evident in recent years have meant that the monitoring process has lapsed, and further amendments are required to the staff handbook. These are detailed elsewhere in this report.

External moderation processes and response to outcomes The Principal's Nominee expects Heads of Departments to develop an action plan in response to any concerns that may be raised in external moderation reports. However, a process to monitor that these action plans have been completed effectively is not evident. This process needs to be developed and made explicit through the relevant section of the staff handbook.

Senior leaders need to be confident in the robustness of the external moderation process to ensure that all results submitted by the school to NZQA continue to be credible. A monitoring process will enhance this confidence. An option to consider is to share this responsibility among all senior leaders rather than only the Principal's Nominee. In this way, moderation discussions with Heads of Departments will form part of wider professional support for these middle leaders and some of the workload of the Principal's Nominee will be alleviated.

As a result of the disruption of recent years, the school has only submitted a very small number of samples of student work for external moderation in the past two years. With a moderation submission month of November, it will only be later this year that it will be possible to evaluate this year's external moderation outcomes.

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)

Lapse in formal review processes In previous years, a formal process was in place for departments to review their programmes and to report outcomes and goals to senior leaders. This process also informed the Board of Trustees and influenced the development of schoolwide goals. As a result of both changes within the senior leadership team and the Covid-disruptions, this formal review process has lapsed more recently.

Although the disruption to this formal process is understandable given the circumstances, the school now needs to re-introduce the lapsed review process or consider a new model. A sense of shared ownership for all staff of the strategic direction for the school is essential, particularly given the upcoming changes in

NCEA.

A culture of review and reflection is evident across the school. Middle leaders interviewed during this review actively consider the appropriateness and structure of the courses they offer in their departments, in response to student needs. The recent decision to introduce a Media Studies course is evidence of this review.

The Curriculum Committee comprising middle leaders meets every two weeks. These meetings have both a professional learning and self-review focus which further supports the overall review culture.

Senior leaders are also focussed on review to better meet the needs of students. A change to the timetable to enable the introduction of a weekly Hauora Mātauranga class with a focus on academic and pastoral support is evidence of this review focus.

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)

Focus on support for student attainment The school has a focus on providing support for students to achieve their qualification goals. Consistently good achievement rates across all levels and most demographics are testament to the success of this approach. The achievement of Pacific students appears to be lagging behind that of other groups and the school may wish to consider an approach to address this.

As a further enhancement, the school has re-organised the timetable to allow for a weekly Hauora Mātauranga class which now provides the focus of support for students. Not only is information about NCEA processes clarified by teachers during this class time, but student progress is tracked, and mentoring support arranged as required. Students interviewed during this review remarked on the effectiveness of the support they were receiving during this regular timetabled period.

Additional academic support is provided through a tutoring programme organised by senior students, extra classes provided by teachers for students identified as needing this, and breakfast/homework clubs established for priority groups. These initiatives further enhance overall student attainment.

Review of the Memorandum of Understanding process needed Formal Memoranda of Understanding (MoU) need to be established with all outside providers who are offering courses for students. Copies should be held centrally for review by the Principal's Nominee.

The school offers a number of programmes designed to meet the needs of students beyond the more traditional academic pathways. These programmes include access to a number of courses offered by Unitec through the school's Gateway programme. MoUs sighted during this review appeared to be an incomplete record of actual practice.

MoU not only document the relationship between and the responsibilities of both parties, but they provide the basis for ensuring that the provider has the required consent to deliver and assess the relevant standards and that any assessment procedures comply with the school's and NZQA's requirements. Before results are submitted to NZQA, they should be checked to ensure that they are compliant with

the MoU.

Preparation for the NCEA changes With all new Level 1 standards required to be offered from 2024, senior leaders should consider a schoolwide programme to prepare all departments to be adequately prepared to deliver these new programmes and to consider whether any other changes to courses will be needed. Middle leaders interviewed during this review had varying levels of understanding of the specifics of the upcoming changes in their subject areas and varying confidence in being adequately prepared.

The school has engaged with the Literacy and Numeracy Co-requisite Pilots this year and this experience will provide a good foundation for further action, including the technical requirements to offer an online assessment of this sort at scale.

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)

Monitoring of internal moderation processes needs to be introduced The school must re-establish the previous process set up to monitor the completion of internal moderation or develop a new process to ensure that this happens.

Senior leaders need to have confidence that rigorous internal moderation processes are occurring in departments. Thorough moderation processes are the primary assurance of the credibility of results submitted to NZQA. Even though teachers may be completing the required documentation, a process to monitor the robustness of the processes underpinning what is recorded in these documents is needed to provide this assurance. These checks can be undertaken in a number of ways including adding them to already established professional meetings held between senior leaders and Heads of Department.

As mentioned earlier in this report, the school had introduced a process to monitor that internal moderation processes were occurring in departments. This was as a result of the agreed action from the previous review. This formal process has lapsed.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Rosmini 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Rosmini 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

Rosmini 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
- documenting the completion of steps within internal moderation processes.

Rosmini 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.

Effective management and use of assessment-related data

Rosmini 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
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards.

Rosmini 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
- 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.

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

Rosmini 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.

Rosmini 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 Rosmini 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 *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
- *Curriculum Delivery Policy, Rosmini College, 2022*
- *Managing National Assessment Procedures, Rosmini College, 2022 (Staff Handbook)*
- *Managing National Assessment - Student Handbook, Rosmini College, 2022 (Student Handbook).*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English
 - English as an Additional Language/English for Academic Purposes
 - Japanese
 - Mathematics
 - Physical Education
- Teacher in Charge of:
 - Accounting
- 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.