

# **Managing National Assessment Report**

## **Mount Roskill Grammar School**

**September 2023**

# FINDINGS OF THIS REVIEW

## Mount Roskill Grammar School

8 September 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 action

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

| Action  | Timeframe |
|---|-----------|
| <b>Credible assessment practice to meet student needs</b>     |           |
| Clarify the rules for resubmissions for students and teachers | 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:

- to support external moderation and extend school wide leadership and ownership, the Principal's Nominee could include the Senior Leader/ Line Manager into conversations when issues are identified.

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3 November 2023

**NZQA**

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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 26 July 2018 Managing National Assessment Report** Mount Roskill Grammar School has addressed the agreed action from the previous report. There has been a review of the staff and student handbooks to ensure course information is fit for purpose and user friendly. Staff regard the handbook as the go-to resource with for credible assessment and quality assurance. Student information is now communicated using a variety of different mediums, which have proved effective and are discussed later in the report.

**External moderation response to outcomes and processes** The school's process to respond to moderator feedback is well-documented and robust. Heads of Department and teachers meet with the Principal's Nominee to develop appropriate action plans to resolve identified issues. Actions include seeking clarification or appealing outcomes, working with other subject specialists, or seeking advice from subject associations. All staff spoke about reviewing the standard and the issues prior to doing the assessment again to reinforce the changes and the appropriate identified action to be taken. This is to ensure that the actions are followed and implemented as appropriate. To extend this good practice and extend school wide leadership and ownership, the Principal's Nominee could include the Senior Leader/ Line Manager into these conversations.

The external moderation history for the school shows that the assessment judgements of most teachers are consistent with the standard. This reflects the school's robust internal moderation processes and effective response to external moderation feedback.

### 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 culture at Mount Roskill Grammar School. Teachers and departments regard review as an essential element of personal, professional and departmental improvement. Classroom teachers, Heads of Department and senior leaders regularly review their assessment practices and the courses of study offered. Most departments do this on a term-by-term basis though some spoke of reflecting on each standard assessed as part of their internal moderation process. This assures senior management that issues and improvements are effectively identified and acted on. Fortnightly meetings with the department line managers enables Heads of Department to discuss any issues promptly and move to resolving them as quickly as possible.

**Communication with Students and Whānau** Mount Roskill Grammar School has improved its communication of assessment practice, so that it is more accessible for whānau and students. This followed extensive review of the methods used for communication. This includes encouraging and increasing the number of whānau who attend the NCEA evenings. In addition to this the school has developed a website to better communicate information on NCEA and the school's assessment practices. The Principal's Nominee and Senior Leadership Team felt that the large

amount of important information about the academic programme was not reaching their audience and introducing other forms of communication was necessary. This year the school has trialled YouTube videos for communicating with students. Looking forward to next year, the school is introducing a lunchtime session for subject selection course information.

**Department reviews to inform change** A comprehensive and effective review process has led to the modification of courses and assessments. These reviews included student voice, assessment data, moderation reports and feedback on participation from subject associations.

The school is subject to review from an independent external organisation. Each department is reviewed every two to three years with the focus on teaching and assessment practices. The review takes into consideration teacher, Senior Leadership Team and student voice. This comprehensive review identifies issues as well as good practice with the departments' processes and practices. Recommendations for future improvements are discussed and reported on, this could include changes to programmes offered to better meet the learning needs of the students and professional learning recommendations.

**Preparing for the NCEA change in 2024** The Principal's Nominee and other Senior leaders at Mount Roskill are confident in the school's preparation for the NCEA change at Level 1 in 2024. The school has been involved in many pilot programmes this year and Heads of Department are sharing their experiences with each other as they occur. They have been positive in their approach and though there have been some teething issues they feel well supported with the change. Each department in consultation with their Line Manager and Deputy Principal in charge of curriculum will make an informed decision on the standards and number of credits that they will offer in 2024.

The school has also changed the timetable for Years 9 and 10 to support literacy and numeracy and the co-requisite requirements. This has involved adding an extra period of Mathematics to support the teaching and learning of numeracy and an extra period of English to support literacy. The extra time allocated will help to support the students as they prepare for the literacy and numeracy requirements to gain an NCEA qualification.

**Review of the curriculum and assessments to incorporate Mātauranga Māori** Mount Roskill Grammar School is ensuring Mātauranga Māori is embedded across the curriculum and assessment programmes. Departments are required to report on these changes in their annual report to the Principal and Board of Trustees. Professional learning has been provided by Ngāti Whātua Ōrākei to ensure that these changes include knowledge of localised curriculum and history. Assessments in all curriculum areas are then developed to reflect these changes.

## **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)*

**Clarify processes for resubmissions** The school needs to ensure teachers and students understand the rules for resubmissions to ensure consistent school-wide practice and to meet NZQA requirements. Teachers and students interviewed described varied and incorrect assessment practice.

Teachers should not identify the issue for the student and should not give them time to relook at the issue prior to be given the script back to fix the minor issue.

A resubmission cannot be offered if the student cannot identify the minor error themselves.

**Tracking and monitoring of student progress** The school has effective processes to track and monitor student progress towards gaining a NCEA qualification. All senior students receive comprehensive guidance and mentoring with regards to career pathways, subject choices, and tracking their achievement. Wrap around support is provided from their mentors with support from the Academic Deans and Achievement Lead teams who work specifically with the Māori and Pacific students. Data is used to track student success and those at risk of not achieving their academic goals. The school uses a traffic light system and achievement predictor to track students. Students are identified if they are at risk and interventions are put in place to support them. Students who require Special Assessment Conditions are identified, and all staff are aware of the learning needs of these students to ensure they receive the support to which they are entitled. This provides these students with equitable access to all assessments they are attempting.

**Providing students with alternative assessment opportunities** The assessment needs of students are well provided with a range of assessment pathways on offer. Some departments offer programmes of learning in conjunction with the Workforce Development Councils and external providers to provide courses that are of interest and meet the learning needs of their students. An example of this is the school's hospitality programme where the teacher has had further training to enable her to offer the hospitality standards. This has enabled the school to provide a course that is of interest and valued by the students.

## **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)*

**Effective processes to monitor internal moderation** Mount Roskill Grammar School's internal moderation process is an embedded part of its quality assurance practice. Heads of Department and the Principal's Nominee monitor the process ensuring all results reported to NZQA are verified and credible.

Heads of Department and the Principal's Nominee use the school's online tool to monitor and check the school's moderation process is being followed, ensuring consistency across all departments. The process includes the generation of the internal moderation coversheet, the critiquing of the task, strategic selection of student work for grade verification, the grade verification process and storage of the student work. This ensures that all internal results reported to NZQA have been verified appropriately.

Staff use a variety of methods to verify grades awarded to samples of student work. Verification is undertaken by a subject specialist within the school, contacts through subject associations, or colleagues at other schools. The school regards this as valuable professional learning to help grow their expertise in making accurate assessor judgements.

## **Appendix 1: Effective Practice**

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

**Mount Roskill Grammar 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 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Mount Roskill Grammar School has effective processes and procedures for:**

- managing missed or late 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**

**Mount Roskill Grammar 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.

**Mount Roskill Grammar 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**

**Mount Roskill Grammar 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.

**Mount Roskill Grammar 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 whānau about assessment**

### **Mount Roskill Grammar School 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.

### **Mount Roskill Grammar 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 Mount Roskill Grammar 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
- *2023 NCEA Staff Handbook*
- *2023 NCEA Student Handbook*
- Mount Roskill Grammar Schools Policies and Procedures – Student assessment and achievement
- NCEA Information evening 2023 power point

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Heads of Department for:
  - Food and Hospitality
  - Commerce
  - Mathematics
  - Music
  - Social Sciences
- three students.

There was a report-back session with the 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.