

Managing National Assessment Report

Rosehill College

March 2024

FINDINGS OF THIS REVIEW

Rosehill College

26 March 2024

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 2024.

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 years with two school visits to check progress on action items over the next year.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022 and 2023.

Actions and considerations

Agreed actions

The school agreed that several actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Embed and evaluate responses to external moderation feedback to ensure issues are resolved	Term 3 2024 and each annual moderation round
Credible assessment practice to meet student needs	
Report a result for all internal entries, or withdraw the entry, as appropriate	Immediate and ongoing to be meet the end of year reporting deadlines
Improve processes to submit derived grades to NZQA to ensure they are available if required	Immediate process in place, with submission to be completed by 1 November 2024
Conduct a communications review to remove all reference to random selection and specified numbers from internal moderation documentation	Immediate

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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 May 2021 Managing National Assessment Report The significant issue from the school's 2021 Managing National Assessment report noted that the school must follow-up external review recommendations and findings (CAAS Guidelines 3.5)

Rosehill College has met this requirement by developing a system to respond to external moderation outcomes. The system now needs to be strengthened, and fully embedded across all subject areas. This will help to ensure responses to external moderation successfully resolve issues and the Senior Leadership Team can evaluate the changes made for ongoing improvement, as described below.

External moderation response to outcomes and processes The school formalised a documented response to issues identified in external moderation reports under the outgoing Principal's Nominee to improve its quality assurance outcomes. Currently actions recorded to support greater consistency between assessor judgements and the standard are line manager interviews with teachers to address issues, requirements for professional development, and strengthened internal moderation practice such as critiquing of assessment materials and appointment of new verifiers. The school's intention is to extend professional learning to include the use of clarification documents, Pūtake courses and Teacher New to NCEA courses. Departments will document ways in which they are evaluating changes made and these changes will be shared as appropriate with Senior Management and Curriculum Leaders. By embedding change at a time of significant staffing turnover teachers new to NCEA will be better inducted into delivering the qualification. In addition, senior management can more easily use external moderation data to reflect on the changes made to the school's internal moderation systems. This system is currently being migrated to a digital platform so that it is readily accessible to line managers and the Senior Leadership Team.

Evidence of change in response to external moderation feedback was sighted during the visit. For example, this included the reorganisation of a smaller subject under the guidance of a larger department to provide improved support and modelling of robust internal moderation practice, the rewriting of assessment materials to allow students better opportunities to access all grades, and changes to external verifiers in some subject areas to ensure better understanding of grade boundary decisions. These targeted improvements aim to help resolve ongoing issues and strengthen external moderation outcomes. Senior leadership must continue to evaluate the process and responses to ensure expected improvements result.

Over recent years several standards were not moderated as the material was not available to be submitted to NZQA due to the use of incorrect provider codes. This can be addressed by requesting the removal or replacement of standards on the school's external moderation plan. The school needs to be able to submit moderation so NZQA can be confident that assessor judgements are consistent with the standard, and so teachers can receive 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)

Better meeting student needs The school has made a strategic shift to uses the flexibility of NCEA and offer the Rosehill College Junior Diploma to engage students in their academic or vocational interests, build literacy competencies and assess when students are ready. Senior leaders have made a deliberate choice to remove t the focus from achieving Level 1 in Year 11, in response to significant roll growth and an increasing number of non-English speaking students. This approach is designed to develop better readiness to be assessed and improve literacy skills prior to students engaging with NCEA Levels 2 and 3 and University Entrance. For example, fewer, but more literacy-rich standards are offered in Level 1 Science and the Trades Academy offers a 4/1 model for students to study at Manukau Institute of Technology to provide contextual engagement. The school will review the effectiveness of these changes in 2025.

The school is developing its internal review systems to provide new leadership for change to assessment and moderation systems to better assure senior management that only quality assured results are reported to NZQA. This will better embed teacher capability to ensure the accuracy of student results; especially for those teachers new to NCEA.

A review and resulting update of the school's computer network capacity has provided more stable internet access and this has allowed the school to transfer internal moderation to its School Management System. Professional development on the digital recording of internal moderation processes has supported effective schoolwide changes that will provide greater consistency in practice. It is enabling more efficient monitoring of completion of the internal moderation processes by the Principal's Nominee. Initial schoolwide training, delivered by the Principal's Nominee at staff meetings has provided all teachers with an understanding of how to use this system. Department meetings are providing follow-up training to embed teacher understanding and further discussion will occur at regular Curriculum Leadership Team Meetings.

The school has enhanced their capacity to offer digital external examinations at scale as a result of the network upgrade to offer external examinations in the way that engages most students. The Principal's Nominee acknowledged there was significant learning in offering the Literacy/Numeracy corequisite to year 10 and 11 students and digital external exams. This includes preparedness with devices, targeted technical support, as well as the timing, resourcing and location of assessments. The findings of this review are being applied in 2024.

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 NCEA Co-requisite Standards, and Candidates 2024)

Student voice affirms effective tracking processes Students are supported to track their achievement progress, to help ensure they meet their intended qualification attainment goals and access future education or work opportunities. Students interviewed commented that they can effectively track their pathways progress through their MyNZQA Login and that they are helped by regular meetings

with their Manaakitia Mai teachers in extended course planning and tracking sessions three times over each ten-day cycle. Dean's interviews and the Career Central process support this pathways planning.

Effective practice to ensure authenticity The school holds discussions about authentic work at all levels of the school's organisation and has undertaken whole staff training to understand artificial intelligence to ensure that best practice is adhered to. Teachers interviewed were able to articulate a range of authenticity strategies used to ensure work is the student's own. These include oral responses, knowing student capability and regular checks on version history. School values are used to promote academic honesty within departments and through parent contact where appropriate.

Standards withdrawal process inconsistent in several departments The school will need to review its processes for checking, identifying and removing entries without a result before 1 December each year. Although the school has a documented process, this review identified that there is variability in teachers' understanding about when it is appropriate to withdraw students from standards. This practice will ensure removal of any entry for which there is no reported result because no assessment took place. It will also support accurate student assessment records for tracking purposes.

Submitting a file to include derived grade by 1 November The school needs to ensure that derived grades are reported to NZQA to support applications when a student cannot complete an external assessment or their performance is impaired. It is a requirement for the school to submit unexpected event grades based on valid, verifiable and standard-specific evidence. In 2023 this final step was omitted, despite the school holding these grades and quality assured assessment materials and grades which were sighted during the visit.

Conduct a communications review to support consistent understanding The staff handbook and several policies need to be updated. While the internal moderation processes through the School Management System and relevant workflow are current, legacy documents do not support the current purposeful and sufficient practice within the school. An active intention to align documentation with practice will provide much greater clarity on NZQA's internal moderation processes and will in some cases reduce workload. There is also a need to update some older assessment policies. The school's next steps should ensure any mixed messaging relating to old systems of internal moderation or assessment policy documents are removed to avoid any confusion for teachers. In particular, a review of the school's communications as it relates to internal moderation is needed. This will remove any legacy documentation in handbooks, department documents and schoolwide policy documents by ensuring there are no references to prescribed sample numbers or random selection.

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 NCEA Co-requisite Standards, and Candidates 2024)

Results quality assured before submission The new School Management System for internal moderation coupled with a final Principal's Nominee check of completion of each step in the workflow is providing better quality assurance. This new practice helps ensure the senior leaders that all processes for internal moderation are completed before results are submitted to NZQA.

Developing use of clarification documents Several departments highlighted their use of line-by-line discussion. Some teachers interviewed for the review commented on this process. This is best practice and can be further encouraged to ensure teachers' understanding of the requirements of the standard is developed.

Strengthened verification processes The school's processes for verifying student work are effective. The school strategically selects student work for internal moderation to reduce verifier workload without compromising the quality of the assurance process. Discussions with staff showed a strengthened understanding of sufficiency and purposeful selection and that every teacher's work is to be moderated for every standard assessed every year. The school's internal moderation process focuses on documented discussions between teachers and grade verifiers, to support teachers' grade decisions. The school is continuing to provide support to teachers new to NCEA or who have come from backgrounds where they are not familiar with standards-based assessment.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Rosehill College 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
- identifying and providing 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.

Rosehill 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Rosehill 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 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.

Rosehill 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.

Effective management and use of assessment-related data

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

Rosehill 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
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding

- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Rosehill 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
- celebrating students' success, such as the holding of parent gatherings.

Rosehill 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 Rosehill 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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *Rosehill College Senior College 2022* (Staff Handbook)
- *Rosehill College 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - Chinese and Languages
 - English
 - Mathematics
 - Science
 - Technology
 - The Arts
- three students.

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