

Managing National Assessment Report

Rosehill College

May 2021

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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess, in combination with the most recent Education Review Office report 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 2021* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider, 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 each school's assessment systems at least once every four 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 Course Information Handbook 2021*
- *Documents for HOF/HOD reference and assessment guidelines and procedures 2021* (staff handbook)
- *Draft Assessment and Curriculum Policy*
- *Senior Assessment Statement 2021* (student handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee/Deputy Principal
- Heads of Faculty for:
 - Drama
 - Languages
 - Physical Education
 - Science
 - Visual Arts
- Acting HOD for English
- three students.

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

Background

At the request of NZQA, and with the school's agreement due to COVID 19, this review was rescheduled from 2020.

SUMMARY

Rosehill College

05 May 2021

Significant issue found

This review found a significant issue that the school must address to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

The next Managing National Assessment review will be conducted within three years. NZQA will return within 12 months to check that the significant issue is being addressed and that quality management of assessment for qualifications has improved.

The issue relates to following up on external review findings. Specifically:

- there is no system to confirm to senior management that external review recommendations and findings from external moderation have been followed up with completed action plans.

Actions required to address significant issues

In order to address these issues, the school must:

- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)

A consistent schoolwide response to external moderation outcomes is required to address to all external moderation issues. The school must now proceed to develop a system to document and respond to external moderation and for the Principal's Nominee to monitor documented external moderation action plans.

External moderation should provide senior management with a perspective on the efficacy of the school's internal moderation process and a quality assurance check.

What the school is doing well Rosehill College is using the flexibility of NCEA to develop individualised programmes to meet student needs. This aligns with the school's philosophy of training students to become "active lifelong learners". Tutors and Heads of House interview students to individualise and adjust programmes respectively. Māori and Pasifika students are well supported with programmes and contexts designed to meet their needs.

Heads of Department interviewed demonstrated a clear understanding of the school's updated process for internal moderation and their responsibility to monitor its completion. They described critiquing tasks prior to use, running benchmarking meetings, verifying grades awarded to a sample of student work and maintaining exemplars from a purposefully selected sample. They record completion of all the steps of moderation on coversheets.

Form tutors and teachers monitor student progress towards their qualifications goals through credit summaries, and Heads of House ensure that valid catch-up opportunities are provided if these are needed. Student homework centres provide an added layer of support. Heads of Department complete comparative and

longitudinal analysis of NCEA achievement data to Senior Leadership and the Board of Trustees. Analysis includes identification of initiatives required for change, for example schoolwide literacy.

A wide range of digital and face-to-face strategies are used to communicate with students and whānau. Students interviewed could show their understanding of NCEA policies and explained they are asked to provide feedback to their teachers on and Senior Leadership Team meetings support teachers to understand NZQA's assessment requirements.

Areas for improvement

Some other steps for the school to consider are detailed in the body of the report. Several teachers interviewed are verifying more samples of student work than necessary. Some teachers could be more strategic to reduce workload. There is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

The strategic selection, by experienced assessors with consistent external moderation feedback can reduce verifier workload, without compromising the quality of the assurance process.

Several changes are needed to ensure that the staff handbook is current and provides up-to-date contacts.

Required action

The following action is required to ensure effective response to external reviews and/or its self-review of assessment systems and practice. The school must:

- follow-up external review recommendations and findings (CAAS Guidelines 3v).

Kay Wilson
Manager
School Quality Assurance and Liaison

22 June 2021

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2vi, 3iv-3v)

Required Action Items from 6 August 2019 Managing National Assessment Report The 2019 Managing National Assessment Review found two significant issues that meant the school was not meeting the requirements of its consent to assess. The requirement to establish a process to monitor internal moderation was identified in the 2017 review. The 2019 review identified the school had not followed up on this external review recommendation and a process had yet to be established to confirm to Senior Management that all results reported have been subject to an internal moderation process.

The school has now resolved this by developing an internal moderation monitoring process. This process has been shared with teachers who are required to complete the internal moderation critiquing and verification processes on a current *Internal Moderation Cover Sheet*. Teachers are using purposeful selection of student work for grade verification.

Heads of Department are required to monitor internal moderation completion before results are reported to the Data Manager for submission to NZQA and before random selection for external moderation is completed.

In 2020 The Principal's Nominee provided the Heads of Faculty with a Faculty Quality Assurance Checklist to complete. He plans to continue using this annually. This provides an overall check that the steps of the internal moderation have been completed, and documented confirmation to the Principal's Nominee of the quality assurance process. These checks have identified some issues relating to storage of moderation materials in some departments for external moderation purposes.

- students are informed about and receive their grades back under the provisions of *The Privacy Act 1993*.
- in most department areas, samples of assessment materials are being appropriately stored for all standards after internal moderation is complete. The Principal's Nominee has identified where this did not occur and the reasons for this in 2020 and is working with the departments concerned to require that they resolve this.
- the staff handbook has been updated and a few further suggestions are provided in this report to ensure greater currency of information.

The fourth agreed action, to ensure action plans in response to the findings of external moderation are documented and their effectiveness reviewed, has not been completed and is now identified as a significant issue.

Response to external moderation outcomes The school has yet to develop an effective shared process for documenting and monitoring responses to external moderation outcomes, and for assuring Senior Management that planned changes to those critiquing and verifying assessment materials are made, and are effective.

Some Heads of Department document responses to external moderation in their department minutes and discussion occurs both at department level and when senior leaders meet with Heads of Faculty but practice is not effective across all departments. Although some progress has been made this process needs to be consistently documented and shared with the Principal's Nominee.

To strengthen the effectiveness of their response, teachers should review the internal moderation process previously undertaken for any standard with a low agreement rate to establish those factors that contribute to the poor external moderation outcome and take steps to address this.

The school's assessor/moderator agreement rate continues to be variable and several standards were not submitted for external moderation in 2021. By reflecting and acting on its internal moderation processes through external moderation outcomes the school will provide NZQA with greater confidence in the validity of their reported results.

Internal review

Evidence for 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)

The Principal's Nominee has reviewed several policies and process documents and practice relating to assessment. These include:

- reviewing of internal moderation process documents and links. Senior leaders are required to discuss internal moderation issues with Heads of Department/Faculty and examples of reviewed documented discussions are held on current internal moderation cover sheets in a moderation folder
- reviewing the outcomes of data analysis and reporting to the Board of Trustees which has identified that literacy is a barrier to student achievement across all subjects and has led to a schoolwide literacy improvement focus
- updating the Evaluation and Action Policy shared with the Leadership Curriculum Team and Heads of Houses to ensure improved practice in students being appropriately identified for access to courses
- considering engagement in digital assessment for external examinations in one subject area and holding senior management conversations on how to build capacity.

These changes show that the school has made some progress in developing its capacity for internal review. This should now be connected to the response to external review findings to resolve inconsistent patterns still evident in external review.

Required action

The following action is required to ensure effective response to external reviews and/or its self-review of assessment systems and practice. The school must:

- follow-up external review recommendations and findings (CAAS Guidelines 3v).

How effectively does the school's assessment practice meet the needs of its students?

Evidence for 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)

Rosehill College has effective processes and procedures for meeting the assessment needs of their students by:

- supporting applications for students who have been identified as potentially requiring special assessment conditions through provision of school-based evidence
- providing optional standards and differentiated courses to meet individual student needs
- providing individualised assessment programmes and assessing students when ready where appropriate
- using feedback and feedforward strategies and checkpoints to support student to present their best evidence of achievement
- offering both academic and vocational pathways

Rosehill College has effective processes and procedures for:

- using a range of physical and digital means to check that student work is authentic
- offering resubmission and further assessment opportunities to meet current NZQA requirements
- providing a documented process to apply for extension on missed and late assessments
- providing students with the opportunity to appeal grades
- ensuring that derived grades reported are based on standard-specific, authentic, pre-existing evidence
- meeting the requirements of the *Privacy Act 1993* when returning student work and using exemplars.

Meeting Māori and Pasifika student needs STEM achievement data in one or more subjects shows an overall improvement since 2016 for both Māori and Pasifika students when benchmarked against other students. Strategies to improve achievement outcomes include engagement with Puhoro STEM Academy, focussed Year 12 professional learning groups, tutor mentoring, and course redesign where this would improve outcomes for specific students. Students are also supported through homework centres. The school has identified that each of these strategies is incrementally improving outcomes for both target groups.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Rosehill College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use to ensure they are fit-for-purpose
- holding benchmarking meetings, and moderation meetings for performance subjects, to support a common understanding of the requirements outcomes of the standard
- using the current *Internal Moderation Cover Sheet* to record internal moderation
- maintaining current exemplars of student work as guides when making future grade boundary decisions.

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

- selecting samples of student work to NZQA requirements
- encouraging staff to request standards for external moderation for which they would value current feedback
- submitting assessment materials to NZQA digitally where student evidence is generated digitally
- using the NZQA appeals process to appeal the outcome of external moderation.

Focus on reducing workload by considering verification requirements for sufficiency Several of those interviewed verify the grades awarded to more samples of student work than is required. The purpose of grade verification is to provide quality assurance that the grades awarded align with the criteria of the standard. The strategic selection of student work for grade verification has the potential to reduce verifier workload, without compromising the quality of this assurance process. The sample size will be determined by factors such as assessor expertise feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

The school has provided staff with guidance on how to conduct sufficient verification by the strategic selection of student work and the Principal's Nominee plans to continue to strengthen this practice across all departments

Strengthen the process for Head of Departments to discuss internal moderation Heads of Department commented that Leadership Curriculum Team meetings would be a useful way to share the school's best internal moderation practice. The school could consider providing a regular agenda item at these meetings to strengthen and affirm good internal moderation practice.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- providing for regular discussion of internal moderation best practice in Leadership Curriculum Team meetings in order to share best practice.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

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

- identifying and tracking learners at-risk of not achieving an NCEA qualification and providing appropriate support, with specific attention given to addressing the achievement needs of Māori and Pacific students
- providing regular credit summaries to students to check progress towards their qualifications goals
- Heads of Faculty reporting annually to the Principal and the Board of Trustees a comparative and longitudinal analysis of NCEA achievement against school goals
- using standard-by-standard and student achievement data to inform learning and review of programmes and courses, such as the order in which standards are offered to better prepare students for external examinations or to add a departmental focus on skills such as research.

Rosehill College reports accurate achievement data by:

- checking Key Indicators to ensure that results reported are those for which the school holds Consent to Assess
- providing regular and timely data files to NZQA
- making sure timely entries are made for examinations.

Use of the Learner login Currently less than half of NCEA students are accessing their Learner login. The school should consider how it can better support students to do this, as access to the Learner login will best prepare students to engage with processes for digital examinations, and view their own NCEA results.

Reconciling Memoranda of Understanding held with external providers with results reported The Principal's Nominee has agreed to reinstate the centralised system the school had in the past for reconciling Memoranda of Understanding with results reported. This system will avoid any risk around reporting results for standards assessed by external providers, or those without consent to assess. The process will effectively quality assure the currency of all memoranda of understanding, some of which are held centrally while others are held in departments.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- ways to support students to access their Learner login
- reinstating the centralised system for annually reconciling Memoranda of Understanding held with external providers with results reported.

How effectively does the school's communication inform staff, and students and their families about assessment?

*Evidence for school communication promoting understanding about assessment.
(CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

Rosehill College has effective processes and procedures for:

- providing standardised NCEA information to students and their whānau through a comprehensive options booklet
- ensuring students receive standardised information for all courses they undertake
- communicating assessment policy and procedure online and as hard copy to students, whānau and teachers
- providing students with advice on bringing their own digital devices

Rosehill College assists common understanding of assessment practice by:

- keeping teachers and HODs informed and providing the opportunity to discuss changes to NCEA in staff meetings, department and Leading Curriculum Team meetings
- informing teachers, students and whānau of change through schoolwide poster campaigns, newsletters and emails
- gathering student voice to review standards offered in courses
- promoting student understanding of what they need to achieve in order to gain a qualification through tutor group and Heads of House assemblies.

Regular reporting interviews with whānau The school provides access to current NCEA achievement data through the student/parent portal to enable students and whānau to monitor progress towards their NCEA qualification goal. It runs termly meetings with student, parents and whānau. These effectively support tracking student progress and ensure regular and effective communication between teachers, students and their families over assessment progress and student needs.

Changes to documentation required The review identified the need for the following changes to be made to align communications in the staff handbook for currency.

- removing all reference to “compassionate consideration” from the Derived Grade section of the staff manual
- updating terminology to refer to the “New Zealand Qualifications Framework” rather than “NQF”
- updating staff names as contacts in the staff handbook to ensure they are current.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- improving the process for reviewing and updating the staff handbook.