

Managing National Assessment Report

Raglan Area School

May 2024

FINDINGS OF THIS REVIEW

Raglan Area School

14 and 15 May 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 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 2022.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Evaluate the effectiveness of external moderation follow up in improving assessor grade judgements.	Throughout the 2024 moderation cycle, and ongoing.
Credible assessment practice to meet student needs	
Establish a process to ensure all results for assessments for derived grades are reported to NZQA.	Before the 2024 examination period.

For consideration

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

- ensure staff have access to and use NZQA's learning management system, Pūtake, to help improve assessor knowledge and grade judgements of internal standards.

- further clarify verification sufficiency and strategic selection so all staff have a common understanding of NZQA's requirements
- capture formal student voice to enhance course, department and whole school review processes.



Amanda Picken
Manager
School Quality Assurance and Liaison

28th May 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 15 March 2019 Managing National Assessment Report The review identified a need to ensure staff understood the school's procedures for managing resubmissions. These requirements are reinforced and applied appropriately and are conveyed regularly to staff through staff meetings and the Staff Assessment handbook. The school's actions ensure information is current and supports consistent assessment practice.

External moderation response to outcomes and processes The school is continuing to strengthen its processes to address issues identified from external moderation outcomes. Action plans are necessary to address the feedback from these evaluations. The Principal's Nominee provides a template to the Lead Teachers requiring them to compare the external moderation report with the assessor's judgements to accurately identify the issues and develop a plan accordingly. The school provides support, such as professional development with subject associations as needed.

Evaluating the effectiveness of the action plans in response to external moderation should be the next step. This will ensure that any changes made have produced the required outcome to improve assessor judgements. It is recommended that evaluation of the actions undertaken is not done through resubmitting standards for external moderation the following year, but instead, through the use of subject associations, or colleagues at another school. Completing this next step will help ensure changes become embedded, and other standards can be requested for external moderation.

To further strengthen assessor knowledge and judgements, NZQA recommends that the school use Pūtake, NZQA's learning management system. Pūtake has learning modules for NCEA subjects to help assessors improve their understanding of the assessment requirements for internal standards, and an assessor practice tool (APT) that staff can use to check the accuracy of their assessor judgements.

Exam centre quality assurance check The 2023 Quality Assurance report of the Raglan Area School examination centre, identified necessary improvements. These areas relate to procedures, and discussions undertaken with candidates prior to, and during the examination period.

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)

Raglan Area School reviews its assessment systems and course relevance regularly and deliberately, focusing on student achievement outcomes. This review process fosters continuous improvement and accountability. Annual analysis of achievement is collated by Lead Teachers and discussed with the Deputy Principal and Principal. To further enhance this review process, it is suggested that staff consider capturing formal student voice to enable greater self-reflection and identify areas for

professional development. This comprehensive approach will further strengthen the school's commitment to ongoing improvement and growth of its review processes.

The Principal's Nominee is committed to a consistent school-wide approach and ownership of NCEA processes and is well supported by the Principal. He leads assessment and quality assurance processes through regular conversations with individuals and during staff meetings. The Principal's Nominee acknowledged that initiating regular meetings with the six Lead Teachers, five of whom are new to the school in the past few years, would not only enhance their mana but also facilitate the sharing of best practice and increase accountability around good quality assurance processes.

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)

Reporting quality assured practice external grades for use as derived grades

Raglan Area School must ensure all students have access to a grade if their external examinations are disrupted. The school must provide quality assured grades from standard-specific evidence from practice external assessments to NZQA for use as derived grades. Derived grades have not been submitted to NZQA for the past two years. There was, however, evidence of a documented process to record the verification or justification method used by learning areas to quality assure grades, ensuring practice exams results are based on valid and standard-specific evidence.

Programme pathways are responsive to student needs and promote achievement

To provide relevant and engaging learning opportunities, Raglan Area School has a Surf Academy that meets the needs of its aspiring surfers. Students in this academy, surf or have a surf-related activity once a day. Students within this academy are offered one less NCEA subject, but they are offered Physical Education and Health related achievement standards ensuring pathways remain open.

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)

Selection of student work for verification should be strategic Samples of student work should be strategically selected for verification of assessor judgements of grades awarded and include work at grade boundaries. Interviews with Lead Teachers revealed some misunderstanding of NZQA's requirements concerning the number of pieces of student work required for internal moderation. The school should provide staff with further guidance on sufficient verification by the strategic selection of student work and update the staff handbook, also including appropriate selection of student samples for external moderation.

The selection should be sufficient to ensure the assessor is confident that the grades awarded are consistent with the standard. The number will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and the number of students assessed. Strategic selection has the potential to reduce verifier workload, without

compromising the quality of the assurance process and provide benchmarks to inform future assessor judgements.

The review noted verification discussions are recorded on the internal moderation cover sheet and are of high quality. This reflects the engagement of departments with subject experts from across the region, being members of subject associations, and seeking external professional development. This professional learning reinforces the intent of internal moderation supporting teachers to make accurate assessor judgements.

The Principal's Nominee is effectively quality assuring internal moderation. Reconciliation of documentation happens before final results are published and involves cross-referencing completed cover sheet documentation with assessment materials and student work. This process allows the Principal's Nominee to review and discuss any procedures requiring clarification. If this check was incorporated as part of the Lead Teacher meetings it could provide a transparent account of the effectiveness of moderation and highlight any issues that need attention to ensure consistent practices throughout the school. This approach would further instil confidence in the senior leadership team that results for each standard have been subject to quality assurance and are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Raglan Area 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 to offer courses the school is unable to offer
- 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.

Raglan Area School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission
- 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

Raglan Area 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.

Raglan Area 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
- documenting actions taken to address external moderation feedback

Effective management and use of assessment-related data

Raglan Area School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Raglan Area 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
- 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 / whānau about assessment

Raglan Area 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.

Raglan Area 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 Raglan Area 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 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
- Board of Trustees Curriculum / Assessment Policy
- Staff assessment handbook. Raglan Area School
- Information provided to students on assessment for qualifications

The School Relationship Manager met with:

- the Principal's Nominee
- Lead Teacher for:
 - Gateways / Pathways
 - Health and Physical Education
 - Science
 - Social Studies
 - Mathematics
 - Technology
- 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.