

Managing National Assessment Report

Rotorua Girls' High School

May 2023

FINDINGS OF THIS REVIEW

Rotorua Girls' High School

4 May 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 actions

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

Action	Timeframe
External and internal review	
To monitor and document actions taken to address external moderation feedback	Immediate

For consideration

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

- Actively encouraging ākonga to login to NZQA
- Increasing digital external entries



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9 June 2023

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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 25 June 2018 Managing National Assessment Report

Rotorua Girls' High School has effectively addressed the action items identified in the last review. Kaiako consistently follow internal moderation processes, which provides confidence in the validity of results reported by the school. The staff assessment handbook has been updated and is reviewed every year.

External moderation response to outcomes and processes The school does not have a documented process for kaiako to respond to external moderation. Curriculum leaders report that they discuss results with kaiako and put in place actions to address identified issues which include changes to materials and support for assessors. The Principal's Nominee is currently setting up a system where responses will be documented so that action plans can be monitored and evaluated for their effectiveness in addressing the identified issues. The leadership team can then be assured that kaiako are actively reviewing and evaluating their assessment decisions to inform future assessment of the same standard. A clearly implemented and monitored process will address some of the issues that some learning areas have with their internal moderation, as discussed later in this report.

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)

Rotorua Girls' High School has an effective self-review cycle which is informed by data analysis, professional discussion, whānau, kaiako and kaiako surveys and strengthened connections and consultation with local iwi. This has led to the development of the school's improvement framework which drives strategic planning to meet the needs of ākonga.

Kaiako mentored and supported to better understand effective assessment practice Senior leaders including the Principal's Nominee mentor Curriculum Leaders and regularly meet with them and curriculum area kaiako to discuss results, course design and assessment practice. Professional growth cycle action plans are developed from these discussions and an effective kaiako profile is being developed school-wide by senior leaders. This good practice supports kaiako ownership of learning programmes and assessment practice.

School community consultation contributes to self-review Through strengthened connections with Ngāti Whakaue and information gathered through surveys, the school has developed Mai Maketu ki Tongariro, a programme which allows ākonga to connect with iwi across the region through activity-based learning experiences at places of significance. This is a positive example of the use of local curriculum which means learning and assessment contexts are meaningful and authentic. The school has also developed an ākonga mentoring programme where whānau are encouraged to participate in their ākonga learning. Where ākonga achievement is at risk, whānau are asked to participate in the development of an action plan for them to move forward. Action plans and progress are monitored by the deans.

Credible assessment practice to meet ākonga 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 2022)

Regular communication with ākonga and whānau to support achievement

Whānau are encouraged to work with the school and be involved with their ākonga learning through a number of pathways. Ākonga engage in meaningful discussions with their kaiako and whānau about course selection and the best way forward to achieving their learning goals. NCEA summary and attendance reports are sent to whānau in term two which inform academic review hui with them, ākonga and kaiako in terms two and three. Kaiako regularly communicate with whānau as required when they identify that the ākonga may be at risk of not achieving in their classes which has led to improved ākonga attendance and engagement.

Ākonga supported to achieve their aspirations and chosen pathways The school provides access to a range of subject and pathways courses. Deans track their progress in NCEA and put appropriate support in place for those ākonga who are identified as being at risk of not achieving their goals or the qualification. Support can be in the form of the provision of additional learning time or tutoring and mentoring. Ākonga regularly track their achievement progress through the school's student management portal. Ākonga report that they are able to take subjects that support their aspirations and academic goals and that they have access to support when and as they need it.

Encouraging ākonga to log in to the NZQA website, to check that results are accurate will help ensure they are familiar with the login process in preparation for future external digital assessments. The school is offering digital assessment in some areas in preparation for the NCEA Change Programme but entering more ākonga in external digital assessment will help the school scale up in 2024.

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 2023 11a)

Rotorua Girls' High School has internal moderation processes which are being streamlined and further developed by the Principal's Nominee. The processes will ensure that reported grades are credible and meet standard requirements. In 2022 the school's moderation results were affected by a number of standards not being submitted due to water damage in the school's central storage space. The Principal's Nominee is encouraging kaiako to digitise their moderated material so it can be submitted digitally which will decrease the likelihood of this happening again.

Curriculum Leaders report that they critique tasks and activities before use, use exemplars and clarification notes to make judgments, and have work verified both by subject experts within the school and in other schools. Where the assessor and verifier cannot agree on a grade, the work is then sent to a third party. External moderation outcomes in some learning areas indicate that there is a need for a review of whether the verification process is working and/or professional learning support through subject associations or Pūtake.

The Principal's Nominee monitors the completion of moderation through physical and digital cover sheets which they receive once work has been moderated. They also check mark books to ensure that reported grades have been through the moderation process. They are currently setting up an internal moderation workflow through the student management system to further streamline the process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Rotorua Girls' High School has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga 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 ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for ākonga 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.

Rotorua Girls' High School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga 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 ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Rotorua Girls' High 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 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.

Rotorua Girls' High School has effective processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored selecting sufficient samples of ākonga work to NZQA requirements

Effective management and use of assessment-related data

Rotorua Girls' High School effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Rotorua Girls' High 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 ākonga and kaiako 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 ākonga and their whānau about assessment

Rotorua Girls' High 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 ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success.

Rotorua Girls' High School assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga 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 Rotorua Girls' High 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, ākonga 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
- *NZQA-NCEA Staff Handbook Rotorua Girls' High School 2023*
- *NZQA-NCEA Student Handbook Rotorua Girls' High School 2023*
- *Rotorua Girls' High School Management Policies and Procedures*

The School Relationship Manager met with:

- the Principal's Nominee
- Curriculum Leaders for:
 - Art and Technology
 - Creative Arts
 - English
 - Humanities
 - Marautanga
 - Mathematics
 - Physical Education and Health
 - Science
- 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.