

Managing National Assessment Report

Reporoa College
September 2022

Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school that is not effective in aspects of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within two years to check that these issues are being addressed.

The issues are:

- a lack of evidence to show that the school has addressed the agreed actions from the previous report
- no clear monitoring process to confirm that all standards assessed are subject to the school's quality assurance process prior to the reporting of grades to NZQA.
- no processes in place to monitor and evaluate responses to external moderation.

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*)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2022, 6.4(b)*)

FINDINGS OF THIS REVIEW

Reporoa College

27 September 2022

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Document responses to 2022 external moderation and any associated action plans.	Immediate
Monitor the completion of 2022 action plans.	Immediate
Evaluate the effectiveness of external moderation responses and associated action plans.	Within 12 months
Develop standardised reports to inform school-wide analysis of data.	Within 12 months
Credible assessment practice to meet student / ākonga needs	
Provide accurate and sufficient information to students about assessment processes.	Immediate
Internal moderation to ensure the reporting of credible results	
Put in place a monitoring process to confirm that all standards assessed are subject to the school's quality assurance process prior to the reporting of grades.	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:

- storing moderation materials in a central physical location or in a digital format so that the Principal's Nominee has access to them at all times.



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13 December 2022

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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 16 May 2018 Managing National Assessment Report

Reporoa College has yet to address all actions from the previous report.

Memoranda of understanding with external providers are current and are reconciled with actual practice.

Processes to document and monitor responses and action plans to address external moderation feedback have not yet been put in place.

As part of the self-review system, the school has yet to develop standardised reports to better inform schoolwide analysis of data, reflection on barriers and enablers to student achievement, course design and succession planning within the school.

Responses from students during this review indicate that the school needs to provide accurate and sufficient information to students about assessment processes.

External moderation processes and response to outcomes The school has yet to develop and embed consistent processes to ensure responses and action plans to address external moderation feedback are monitored, completed and the outcomes evaluated for effectiveness.

The school should develop a common response form that will provide a framework for ongoing evaluation and improvement of external moderation outcomes. Written responses and action plans should be copied to the Principal's Nominee or Senior Leader who can then monitor them for completion and with Heads of Faculty evaluate the effectiveness of actions taken. Senior leaders can then be assured that assessment tasks meet standard requirements and assessor judgements are accurate. Currently Heads of Department discuss external moderation feedback and document their responses in a variety of ways.

Support for assessors needs to be provided by the school through subject associations, subject specialists or Pūtake, and monitored for effectiveness.

External moderation results, which have been consistent over the last three to four years, will be improved if clear processes are put in place.

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)

The school's approach to self-review has been fragmented due to significant changes in the senior leadership team. Senior leaders acknowledge that a robust system of internal review is required.

New leadership structure designed to reframe lines of accountability Senior leaders are now responsible for designated Heads of Department and Teachers in Charge, giving clear lines of accountability and communication. The new leadership

structure gives the Principal's Nominee the opportunity to keep all staff up to date with assessment practices and expectations.

The senior leadership team needs to develop a shared culture of internal review which must prioritise and lead improvements in monitoring quality assurance of internal moderation processes. This will result in school-wide consistency and ownership of all assessment practice.

Analysis of data should inform the self-review process To improve assessment practice and procedures, the school needs to develop standardised reporting systems which will allow them to collect and analyse accurate data, which can then be used to identify areas for ongoing improvement. Although Heads of Department report that they are analysing results and evaluating achievement data, there are no clear guidelines or expectations about what they are analysing or why it is important.

Credible assessment practice to meet student 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 2021 5.1 – 5.7)

Individual learning programmes developed Teachers at Reporoa College focus on positive relationships with students to build an environment where students feel supported and able to pursue their aspirations.

The school develops individual learning programmes to meet student needs. There is a strong focus on vocational pathways with interviews conducted at the start of the year that allows students and teachers to plan the best way forward. Learning programmes can include school subjects, industry courses, trades academy or a mix of these.

Students are assessed when they are ready Students are able to work at their own pace in all classes and teachers report that they run differentiated learning programmes that enable them to provide the most appropriate learning opportunities for individuals. Teachers consistently report that they work collaboratively with students at the start of the year when setting up courses and allow students to select standards which best meet their needs. Teachers also use a range of assessment methods, particularly for those students who have high learning needs. Students can feel more confident that they can achieve success in the qualification because they are prepared and supported.

Provide accurate and sufficient information to students about assessment processes Students interviewed had inconsistent levels of knowledge about NCEA which indicates that the school needs to review how it provides up to date information to students. Most students expect teachers to be able to answer their assessment related queries or direct them to a trusted source. Therefore, staff need to keep themselves well-informed about current assessment practice and have a clear understanding of the structure and organisation of the qualification. Staff and student handbooks were not received prior to the visit and were not provided on the day of the review.

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 2021 6.4b)

Internal moderation system needs to be monitored Quality assurance practices need to be strengthened by implementing a monitoring process to confirm that all standards assessed are subject to the school's quality assurance process prior to the reporting of grades. At the time of the review there was no evidence of a system to check that all steps in the moderation process have been followed. A robust process is needed to reconcile internal moderation documentation with actual practice.

Heads of Department and Teachers in Charge report that they follow internal moderation processes. Assessment tasks are critiqued before use to ensure they are fit for purpose. Internal and external grade verifiers are used to moderate student work. Moderation cover sheets which document the steps are submitted to the Principal's Nominee either physically or in a digital format. However, grades are being reported before the Principal's Nominee has confirmed that all required moderation processes have been completed. Monitoring and confirmation that all steps in the internal moderation process have been completed will mitigate any risk to the qualification by ensuring that reported grades are credible. Students can then be confident that their reported results are accurate.

Moderated work is stored physically by each department. The school should consider storing moderated student work in a digital location or a central location where the Principal's Nominee can easily access it as and when needed. This ensures work is available when staff changes happen.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Reporoa College has effective processes and procedures for meeting the assessment needs of their 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
- 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.

Reporoa 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Reporoa 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 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

Reporoa 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.

Effective management and use of assessment-related data

Reporoa College 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.

Reporoa 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
- 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 families about assessment

Reporoa 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success, such as the holding of parent gatherings.

Reporoa 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

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Reporoa 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 2021* (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 *Assessment (including Examination) Rules for Schools with Consent to Assess 2022* (Assessment Rules).

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.

The School Relationship Manager met with:

- Assistant Principal – Curriculum/Assessment
- Heads of Department for:
 - English
 - Mathematics
 - Physical Education
 - Science
- Teachers in Charge of:
 - Agriculture
 - Music
- three students.

There was a report-back session with the Principal and Assistant Principal 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.

The review was carried out at the request of the Principal who at the time of confirming the date was aware that the Principal's Nominee would not be available.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2018.