

Managing National Assessment Report

Reporoa College

May 2024

FINDINGS OF THIS REVIEW

Reporoa College

22 May 2024

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 2022*.

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 credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
External and internal review			
3v	Follow-up external review recommendations and findings	The school is required to respond to external review findings in previous MNA reports	Immediately, and completed by the end of 2024
2.6iv	Comply with external moderation requirements of NZQA and SSB's	Strengthen the processes to follow up on issues raised in external moderation	Throughout the 2024 moderation cycle, and ongoing.
2.7ii	Report to parents and the community appropriately and regularly on student achievement	Develop fit for purpose reports to inform school wide analysis of data	Ongoing
Credible assessment practice to meet student needs			
2.4i	Provide accurate and sufficient information to students about assessment processes	Continue to develop the student handbook and make this accessible to all students and whānau	Target priority areas now and have completed by the start of the 2025 academic year

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	
Apply and embed the new external moderation system	On receipt of external moderation reports
Credible assessment practice to meet student needs	
Update the staff handbook to ensure information is current and that teachers use it	Target priority areas now and have completed by the start of the 2025 academic year
Review the school's end to end quality assurance process for creating, collecting, and reporting derived grades to ensure that they are credible and reported to NZQA within the required timeline	Before the external examinations in November 2024
Internal moderation to ensure the reporting of credible results	
Change verifiers to improve assessor judgements, in subjects that have trends of Not Yet Consistent and Not Consistent external moderation outcomes	Immediately
Ensure that teachers share a common understanding of the purposeful selection of a sufficient sample of student work for grade verification	Immediately
Strengthening the monitoring of internal moderation	On the completion of the moderation process

For consideration

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

- introducing a department audit to ensure all quality assurance and credible assessment practices across the school are consistent.

A. J. Picken

Amanda Picken
Manager
School Quality Assurance and Liaison

13 June 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 27 September 2022 Managing National Assessment Report (MNA)

School leaders did not address all the significant issues and agreed actions in the required timeframes outlined in the action plan, including prior to this MNA review. Ongoing significant issues at Reporoa College pose a risk to the credibility of the NCEA qualification.

In the last review there were two identified significant issues and six agreed actions. The significant issues were ensuring all actions from the 2018 MNA review were addressed as well as the monitoring of internal moderation results. There remain action items from 2018 and 2022 which have not been addressed. They will be discussed later in this report.

Reporoa College has put in place a monitoring process to confirm that all standards assessed are subject to the school's quality assurance processes. This system still needs strengthening and monitoring to ensure all results are credible prior to the reporting of grades.

The school is still to develop a fit for purpose reporting system to inform school-wide analysis of data. Some departments review their courses of study and analyse their NCEA data, but this is not consistent practice across all learning areas. A more standardised approach will help inform change and next steps, keep the Board of Trustees informed, and help the school set future priorities.

External moderation processes and response to outcomes The new Principal's Nominee is implementing a clear process to support all teachers to address issues identified in external moderation and to support the school's and NZQA's expectations.

The school has had variable feedback from external moderation since the last review. This includes materials not being submitted for moderation and several subjects with a historical pattern of inconsistent assessor judgements.

The school needs to document and monitor the completion of action plans and evaluate the response to external moderation feedback more effectively. Actions must address the issues identified.

The Principal's Nominee is currently implementing a robust process to follow up and evaluate all external moderation outcomes. This approach provides support for teachers and should ensure that concerns with external moderation are identified and addressed.

All Leaders of Learning spoken to during this review confirmed that they are expected to respond to external moderation. The Principal's Nominee has begun discussions with teachers to support their development of a more purposeful and

evaluative approach to external moderation feedback. Next steps need to include ensuring that the response processes are embedded in school practice.

Exam Centre quality Assurance Check The 2022 Quality Assurance check of the school's examination centre identified a security issue that needed to be rectified. This problem was resolved for the 2023 round of external examinations.

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)

With the support of the senior leadership team, Reporoa College's new Principal's Nominee is addressing the significant issues and actions identified in the previous reports. At the time of this review, the Principal's Nominee had started to introduce processes to support quality assurance and credible assessment at the College. She is encouraging feedback and teacher voice in developing these new processes to ensure they are transparent, sustainable and become embedded. She feels that these will be the basis of shared leadership, capability and ownership of assessment practice and quality assurance going forward.

NCEA Change programme The school is offering a full suite of the new level 1 standards. The teachers are engaging in professional learning including using the experience of staff who piloted these standards, and by other schools.

Literacy and Numeracy Review Reporoa College has completed an in-depth review of its literacy and numeracy approaches across the curriculum. To prepare students for the changes to the NCEA literacy and numeracy requirements, the school considered all curriculum areas needed to implement elements in their planning from Year 7 – 13. This has resulted in an increase in staff awareness, earlier identification of students who may be at risk of not achieving the literacy and numeracy co-requisite which has, in turn, led to extra support for these students. Data has shown an increase in literacy achievement over the last three years across all levels of the senior school.

Department Audits Senior leaders have agreed to conduct a series of department audits to evaluate quality assurance systems and assessment practice across the senior school. During these audits, they will be able to discuss internal and external moderation processes, including action plans and their effectiveness. It is also an opportunity to check on the storage of student work in both electronic and hard copy formats. Department audits help to ensure good assessment practice and can either assure learning leaders that assessment practice is up to standard or indicate where improvements are needed. This will enable the Principal and Principal's Nominee to review each department's processes with regards to quality assurance and credible assessment.

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)

Update the staff and student handbooks and assessment documentation The Principal's Nominee is in the process of updating both the staff and student handbooks to ensure they are current and fit for purpose.

The student handbook needs to be informative with clear and understandable language that focuses on enabling students and their whānau to follow school and NZQA assessment processes. It should also describe the requirements needed to obtain a qualification.

During the interviews, students were able to demonstrate some knowledge regarding NCEA processes and who they might approach if they had any assessment queries or concerns. They were able to articulate the requirements for obtaining a qualification and the university entrance prerequisites. However, the students displayed some hesitation when asked to describe school processes such as resubmissions and further assessment opportunities. Such information must be readily available to students and their whānau so that students can benefit fully from access to fair and consistent assessment.

The staff handbook is in the process of being updated. Assessment processes and forms for staff and students are now included to support applications for assessment procedures including missed deadlines, extensions and appeals. Interviewed staff find the forms to be a positive step in ensuring consistency of practice across the school. They spoke about now knowing what the expectations are for different aspects of the school's assessment practice. In the updates the handbook needs to also include clearly documented steps in both internal and external moderation processes. This will help ensure the school is meeting NZQA requirements for the assessment for qualifications and providing students and teachers with relevant, necessary information.

Review of derived grade quality assurance processes needed The school needs to review its process for collecting, quality assuring and reporting derived grades to NZQA. The quality assurance process must be rigorous to ensure that only credible results are reported.

NZQA requires each school to have a documented process to record the verification or justification process used by each learning area to ensure that practice external exams are derived from actual authentic evidence, specific to and covering all criteria of the standard. Assessments should be collected in a way that mirrors the format and conditions of the externally assessed standard.

Reporting derived grades before the beginning of the external exams ensures they are available in case they are needed for unexpected or adverse events.

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)

Monitoring of internal moderation requires further development The school needs to strengthen the monitoring of internal moderation steps to ensure assessor judgements are documented, all steps are completed and to identify any issues. This provide senior leaders assurance that results reported are credible.

Change verifiers to improve assessor judgements Teachers should review the use of grade verifiers if they experience ongoing not yet consistent or not consistent outcomes through external moderation feedback. Engaging with a different verifier can provide enhanced interpretation of the standard requirements, leading to improved external moderation outcomes and improved understanding of quality assessor decisions. This will also inform evaluation of the effectiveness of any changes that have resulted from past external moderation feedback.

Strategic purposeful selection for verification Reporoa College needs to ensure that teachers have a common understanding of the strategic and purposeful selection of student work for grade verification. Teachers should select work for verification around grade boundaries, as well as for grades that need review and to support decisions that are consistent with the standard. Departments currently moderate a random sample of student assessments. The use of a more targeted selection will help to ensure that each verification discussion is meaningful and serves to confirm teachers' professional understanding of the requirements of the standard.

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 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
- 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.

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
- documenting the completion of steps within internal moderation processes.

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.

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
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered

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
- conducting student and teacher 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 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
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success.

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
- 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 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 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 *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
- *NQF Staff Handbook 2024* (Staff Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning for:
 - English
 - Mathematics
 - Music
 - Physical Education
 - Science
- Teacher in Charge of:
 - Food Technology
- three students.

There was a report-back session with the Principal, Board of Trustees Chairperson 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.