

Managing National Assessment Report

Ruapehu College

September 2022

FINDINGS OF THIS REVIEW

Ruapehu College

7 September 2022

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 2021.

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

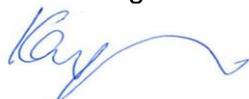
The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure all entries made have a reported result and are linked to a course where appropriate for endorsement.	Immediate

For consideration

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

- ensuring the effectiveness of external moderation action plans is evaluated.



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Manager
School Quality Assurance and Liaison

Date of Finalised report: 21 November 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 24 May 2018 Managing National Assessment Report The Principal's Nominee has completed the agreed actions from 2018. Instructions in the 2022 NCEA Assessment Procedures Handbook for staff have been updated to reflect current practice. Staff interviewed for the review have a clear understanding of the current resubmission requirements, the internal moderation process and the selection of student work for external moderation.

External moderation processes and response to outcomes The Principal's Nominee has developed a sound process to follow up external moderation. However, the effectiveness of actions implemented as a result of the follow up process need to be evaluated. The Senior Leadership Team needs to have confidence that their external moderation outcomes will improve. Consequently, they should consider how they can monitor the efficacy of their external moderation action plans to ensure that issues are resolved. How this happens may fall within the existing structure where the Senior Leadership Team oversees a small cohort of subject areas. There needs to be a shared staff understanding that the implementation of these action plans can lead to better external moderation outcomes across all standards.

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)

Ruapehu College is a small college of 210 students providing a wide range of learning opportunities to its students. It has a proud heritage in the Ohakune area and over 50% of its students are Māori. Teachers believe, *there is room for every student at Ruapehu College.*

Strengthening local curriculum and student pathways New courses are being developed in response to local employment opportunities and students' interests. For example, the school has developed a working relationship with their local iwi, Ngāti Rangī, to develop a local work force through its *Ruapehu Worx* programme. To achieve this, *Ruapehu Worx* is providing students with learning opportunities in the primary industry field, such as, predator trapping and track maintenance. Next year, the construction trades programme will run two days a week on-site in collaboration with *Ag Challenge*, giving up to 14 students the opportunity to build a house and begin their journey in the trades.

In 2021, the school joined the *Pūhoro STEMM* programme with the aim of raising student interest in Science, Technology, Engineering, Mathematics and Mātauranga. However, travel time and costs were a barrier for many. To resolve this, *Pūhoro* tutors offered to come to the school and work with two groups of students on alternating weeks. This has led to improved student engagement in the programme.

The Senior Leadership Team is effectively managing change through their involvement in NCEA pilot subjects. The school is piloting eight NCEA Level 1 subjects, including Literacy and Numeracy. Teachers are taking ownership of the process, reporting they value the professional contact with subject specialists and co-

constructing assessment tasks, often using its local curriculum in line with the school's five year strategy.

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)

Teacher familiarity with student needs assists pathway planning Teachers believe they can provide a programme of learning for every student at the school. Due to the small size of the school and its mentoring programme, teachers are familiar with students' needs and support them in their individual learning paths. Diagnostic testing is used effectively to identify students with priority needs and school-based evidence is successfully used for Special Assessment Conditions applications in the senior school.

Regular staff meetings focus on developing a common understanding of assessment practices. Staff have a clear understanding students will not be assessed unless they are ready. The Deputy Principal in charge of the senior school monitors student progress throughout the year and identifies at-risk learners, adapting programmes of learning where appropriate to meet student needs. Academic mentors and classroom teachers discuss progress with students throughout the year to check that they are working towards their goals.

Senior curriculum options are discussed at curriculum and whole staff meetings and the school's senior timetable is built upon student choice. When Ruapehu College cannot provide specific courses, some students study subjects remotely with the Volcanics Cluster of School and Te Aho o Te Kura Pounamu. The school also provides STAR-funded short courses and has a work-based Gateway programme.

Improving digital capability The school is preparing for future digital external assessment. Digital tools are commonly used in classrooms from year 9 and assist with managing students' diverse needs. Recognising they have a large number of families facing significant financial difficulties, the school has invested in over 150 Chromebooks and 40 desktop computers in two locations for student use.

The Senior Leadership Team has appreciated the opportunity to extend its use of digital assessment with the NCEA Review pilot subjects. Students were happy with the Assessment Master platform and the school intends offering all students the digital assessment option for NCEA examinations in 2023.

Improve data accuracy The school needs to review its data processes to ensure it is providing students and NZQA with accurate and up to date data. This is important to ensure the school meets its obligation to deliver credible results for its students by providing an accurate record of their achievement. Current processes do not meet NZQA reporting requirements and have the potential to disadvantage some students or favour others.

Results need to be reported in the year students gained them to ensure the validity of course endorsements, which are only available for courses taught and assessed within a single academic year. Course endorsements also need to be made available to students enrolling at the school during the year by attaching any standards achieved at their previous school in the current year to courses at Ruapehu College, wherever possible.

Students should be withdrawn from internal standards by 1 December when they have not had an adequate assessment opportunity. This also means liaising with other schools in the Volcanics Cluster of Schools who use Ruapehu College's provider code to ensure that they withdraw students where appropriate.

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 is effectively monitored and managed The Principal's Nominee oversees the internal moderation process, ensuring that the school meets its Consent to Assess obligations. For each internal standard assessed, teachers develop packs, including assessment tasks, schedules, student work and results which are shared with the Principal's Nominee. The Principal's Nominee checks that these packs are complete.

Existing internal moderation processes may address other identified issues. For example, the Principal's Nominee could use the internal moderation packs to ensure the reporting of accurate results to NZQA. The list of student results may be used to confirm the date of assessments and to identify which students have not had an adequate assessment opportunity so that they may be withdrawn before 1 December.

Action plans developed from responses to external moderation may be kept in internal moderation packs to guide practice as some external moderation reports have identified issues with verification of grades. Many of these issues can be addressed through internal moderation practices when teachers are working with their verifiers.

Online support available for teachers Teachers may find the support available online useful for clarifying standards and informing practice. The *Request Clarification of an Internally Assessed Standard* form connects teachers to national moderators and is available on individual subject pages on the NZQA website. There are also bite sized modules for some achievement standards on NZQA's Learning Management System, *Pūtake*. Ruapehu College teachers participating in the NCEA pilot subject programmes are already familiar with *Te Aka*.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Ruapehu 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
- 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
- implementing strategies to open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Ruapehu College has effective processes and procedures for:

- 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
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Ruapehu 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
- 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.

Ruapehu 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Ruapehu 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
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Ruapehu 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
- 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

Ruapehu College 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.

Ruapehu 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 Ruapehu 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.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *NCEA Assessment Procedures Handbook 2022* (Staff Handbook)
- *NCEA Student Guide Handbook 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Mathematics
 - Performing Arts
 - Physical Education and Health
 - Science
 - Social Sciences
 - Technologies
- three students.

There was a report-back session with the Senior Leadership Team, including the 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.