

# Managing National Assessment Report

**Rongotai College**  
September 2022

## **FINDINGS OF THIS REVIEW**

### **Rongotai College**

**21 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**

##### **No action required**

The school has no action items relating to the quality of its assessment systems.

##### **For consideration**

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

- Updating the information in the staff handbook to ensure the description of current practice is up-to-date and fit for purpose
- Ensuring that best practice for documenting verification discussions is shared with all teachers and monitored for in departmental audits.



Kay Wilson  
Manager  
School Quality Assurance and Liaison

07 December 2022

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://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 23 August 2018 Managing National Assessment Report** The school has resolved one of the action items from the 2018 review by strengthening departmental reporting to senior leaders and implementing a system of departmental checks to reconcile assessment documentation with practice.

This review found that the school has effective processes for managing derived grades and breaches of assessment conditions, however the staff handbook should be updated to ensure that it clearly matches embedded practice. This would support new teachers and department leaders to have clear written information and eliminate any potential for risk created by a mismatch between the handbook and actual practice.

**External moderation processes and response to outcomes** Review of external moderator feedback is embedded into highly effective departmental review practice, led by Heads of Departments and overseen by the Principal's Nominee. Every department records their response to the moderation reports including any steps required to improve consistency of assessment judgements with the standard. Senior and department leaders discuss outcomes and trends. They review progress made in resolving any identified issues. The school selects standards in each year's moderation plan to support this evaluation.

These processes provide effective quality assurance of internal assessment. The increased proportion of judgements consistent with the standard in the 2022 moderation cycle provides good evidence of the efficacy of the school's approach.

### 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)*

Effective annual review of assessment outcomes is overseen by senior leaders and widely shared by subject leaders and teachers. The examples of review below demonstrate that school leaders can be confident in the capability of teachers to review assessment outcomes and practice to identify and implement changes required.

**Data led internal review embedded into school practice** Effective review of achievement data by teachers and subject leaders ensures that course design and assessment practice are meeting student needs. Most teachers include student voice in the departmental evaluation of units of work and assessment activities. These outcomes are evaluated against school-wide goals, including for Māori and Pacific students, and reported to senior leaders.

Every department hosts an annual reporting session to the Board of Trustees with all teachers sharing the review. This approach to review at all levels creates a strong sense of shared responsibility for all teachers and is effective for developing leadership capability. It has resulted in good and improving qualification outcomes for

students that have been well above national and decile averages in the last two years.

**Principal's Nominee leads review of assessment documentation** School processes provide an effective quality assurance measure that supports the reporting of credible internal assessment results.

The Principal's Nominee has incorporated further review into school practice this year. He ensures that each department is audited to check that documentation practice meets expectations. He checks on storage of student assessment samples, including benchmarks and exemplars and the recording of verification discussions for internal moderation.

## **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)*

**Engagement with external providers supports vocational pathways for students** Highly effective planning by the Vocational Studies team working alongside the pastoral care staff ensures that boys have opportunities to identify and make progress towards their pathway goals. About half of the college's school leavers head into the workforce or go on to further study other than at university.

Vocational pathways planning ensures that students have purposeful learning and assessment experiences both in school and with external providers that meet this need.

**Digital assessment effectively embedded into assessment practice schoolwide** Proactive leadership from Senior Leaders and the Principal's Nominee has resulted in the widespread use by teachers of digital tools for collecting student assessment evidence and monitoring for authenticity of submissions. Students' preference is for digital assessment where possible, so the practice is effective for meeting student need and ensuring credible, authentic responses. Furthermore, students are increasingly engaging with digital assessment for external assessment. Most senior students now have a digital examination at the end of the year, and more than 30 percent of all external examination entries were for a digital assessment in 2021.

## **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)*

**Quality assurance systems support effective assessment grading** The Principal's Nominee oversees internal moderation to provide senior leaders with confidence that the required processes are completed. He utilises digital and physical records including those documented on the *Internal Moderation Coversheet* and regular meetings with department leaders to ensure that results are only reported once the required processes are completed.

This review found that most teachers were keeping excellent records of their internal moderation process, including storing benchmark samples and good quality

verification discussions both of which are effective guides to future assessment judgements.

The school could consider how to ensure that best practice for documenting verification discussions is shared with all staff and include this in department documentation checks. This would ensure that high quality useful records were retained by all.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Rongotai 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 exam
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Rongotai 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
- 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**

### **Rongotai 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.

### **Rongotai 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
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

### **Rongotai 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.

### **Rongotai 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**

### **Rongotai 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.

### **Rongotai 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 Rongotai 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
- *Rongotai College – Staff Handbook for Managing and Administering NZQF Assessment 2022* (Staff Handbook)
- *Rongotai College - Student NCEA Handbook 2022.*

### The School Relationship Manager met with:

- the Principal's Nominees
- Heads of Departments for:
  - Commerce
  - Languages
  - Mathematics
  - Physical Education
  - Social Studies
  - Vocational Studies
- two students.

There was a report-back session with the Principal and Principal's Nominees 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.