

# **Managing National Assessment Report**

## **Rangi Ruru Girls' School**

**June 2023**

## **FINDINGS OF THIS REVIEW**

### **Rangi Ruru Girls' School**

**21 June 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 highly 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

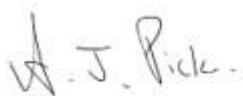
The school agreed that an action will improve the quality of its assessment systems and practice for national qualifications. It is:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Ensure that late external standard entries accurately reflect a student's assessment programme	For 2023 external assessment entries

### For consideration

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

- encouraging staff to use the function in the external moderation application to query external moderation reports where they need further clarification
- including the NZQA Derived Grade Profile report in the annual results review process.



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28 August 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 7 June 2017 Managing National Assessment Report** The three agreed actions, clarifying with staff resubmission opportunities and selection of work for internal moderation, and standardising assessment information to students have all been fully resolved. Due to the time elapsed since the last review the initial responses have been further updated to meet changes implemented by NZQA and the school's own review of their processes.

**External moderation response to outcomes and processes** The school has a comprehensive solution focused process led by the Principal's Nominee to resolve issues raised in individual moderation reports. The school's moderation history has shown their assessor judgements usually align with the standard but where actions are required, they are able to resolve issues with a standard and/or in a subject area.

Staff are successfully encouraged to suggest standards for moderation that they want feedback on and to send some pieces of work they consider to be at grade boundaries. The Principal's Nominee reads each moderation report and shares it, along with relevant comments, with the Head of Subject. The Head of Subject completes a written response. This is followed up by a discussion with the Principal's Nominee who continues to track and record any actions through to them being successfully resolved. Where needed she works with them through an extended, ongoing process which feeds into the annual subject area check by the Principal's Nominee on internal moderation and other assessment processes.

Where there are inconsistent judgments, the school already appeals reports when they want further clarification. They should also consider encouraging more teachers to initially use the function in the moderation application to query reports to enable a two-way interaction with the moderator to gain further clarification or feedback.

### 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 has a strong culture of self-review with an emphasis on meeting student need, including a focus on enabling and supporting a high level of achievement, and students taking ownership of their learning. Changes are led by research and previous experiences, and developed through discussion within the school and with its stakeholders. The impacts of changes are evaluated and lead to further changes where required. This provides assurance to senior management that potential improvements and concerns relating to assessment practices are effectively identified and appropriately addressed.

There is a commitment to retain NCEA Level 1 as the school believes this is the best way to prepare their students for success at the higher levels and there is strong support from the wider school community. The school is reviewing its practice to consider how to best implement the new standards and curriculum. This includes:

- a focus on assessment for learning

- offering courses at Level 1 that will prepare students to succeed at Level 2 and 3, and fitting the standards to courses rather than courses to standards
- removing references to credits in the Level 1 option booklet so students make choices based on course content
- limiting the number of credits assessed, including only assessing three standards per course
- creating a Year 9 literacy programme, with modules in Year 10 and plans to develop a programme in Years 7 and 8
- resourcing a Literacy Support and Research role to provide staff professional development and individualised practical strategies for staff and students to use, and a Literacy Corequisite Coordinator
- trialling a digital assessment platform for school-based assessment in a subject and starting to expand it to cover appropriate internal and practice external assessments in other subjects.

These initiatives are supported through targeted professional development with the school running extra professional development sessions to complement the Ministry of Education Accord Days' material and timings. Change is currently focused on Level 1 programmes and these processes will be reviewed and adapted to best meet the needs of students as the new Level 2 and 3 standards become available.

Alongside the changes from the Review of Achievement Standards the school is also introducing other initiatives that impact on assessment. Streaming has been removed in virtually all junior classes and all NCEA courses. Staff have been supported to effectively provide differentiated learning within a class. Student feedback has shown an improved achievement culture amongst students who would have been in lower streams and a belief that it has led to more creative questioning and discussion of ideas.

Increased numbers of students eligible for Special Assessment Conditions have led to changes in how the Learning Centre operates. They are training students to effectively use their entitlements and are providing strategies earlier in a student's schooling to help minimise the need for students to require special assessment conditions.

Practice is regularly updated in response to identified needs and to take advantage of opportunities that arise. Examples include:

- embedding changes in response to Covid such as subjects that had relied on test-based assessment in the past moving to more flexible formats that better meet students' needs
- developing ideas from the previous experiences of new staff such as the creation of a Science for Citizenship course
- adding Health as a subject to meet student demand
- trialling a Learn Your Way day for Year 12 and 13 students to spend self-directed time to work on internal assessments from an idea developed through a task in a Year 12 Health class.

Each subject area completes an annual analysis of results. This considers if they have met cohort needs but also includes comparing internal and external assessment results, analysing the proportion of Merit and Excellence results and comparing results with similar schools and female students in co-educational

schools. This enables the school to benchmark their students' achievements against several variables and focus development where required.

The school should consider including NZQA's new *Derived Grade Profile* report as part of their annual result review process. This would help analyse any variation between derived grades and the final grades students achieve to give confidence that the derived grade results are credible.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

**Strong focus on supporting each individual student** Each student creates and reviews a personal development plan with their tutor, along with whānau input. This leads to additional support and extension where appropriate.

Some subjects have a choice in assessment standards. Where courses have a set programme of learning students are encouraged to complete all the standards to maintain a coherent assessment programme, but there is flexibility in entry where required. Departments regularly canvas their students about their courses and alter them in response to student voice.

The Principal's Nominee is responsible for academic tracking and identifies students at risk of not achieving a qualification and/or University Entrance, initially based on entries, and then on their results. They also monitor and support the progress of priority learners and work in tandem with Deans where their role of pastoral care overlaps with assessment outcomes.

**Planned engagement in digital external assessment** The school was an early adopter of external digital assessment and has steadily increased the number of students involved. This gives students the opportunity to be assessed in the end-of-year examinations in a familiar way using digital tools they use throughout the year.

This has led to the school now confidently engaging in digital first assessment, piloting reviewed Level 1 standards, and planning to engage in the literacy and numeracy co-requisite later in the year.

### **Ensure external entries reflect a student's intended assessment programme**

The school must manage late external entries to ensure they reflect a student's intended assessment programme. This will assist students with planning and tracking their assessment progress towards a qualification and simplify the management of examinations.

Increasingly in the last two years the school has made late external entries where students did not intend to be assessed. The school is aware of this situation and has made changes in administration staffing to address the issue, but it is important that this is closely managed to ensure this has been successfully resolved.

The school has strong processes at the student and teacher level to confirm entries are accurate before data is processed to be sent to NZQA.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

**Staff engage in effective monitoring of internal assessment practice** The school has clear and embedded processes to ensure internal moderation effectively assures assessment decisions. Heads of Subject take ownership of all assessment related processes. They appropriately vary internal moderation practice depending on assessor experience, size of the subject area and context of the assessment, with many focusing on verifying student work at grade boundaries. Heads of Learning and the Principal's Nominee maintain oversight of subject processes. Heads of Learning work alongside their Heads of Subject and complete an end-of-year check on the successful completion of processes. Heads of Subject submit, through a variety of online and physical methods, completed internal moderation cover sheets to the Principal's Nominee. The Principal's Nominee undertakes annual visits to check on Heads of Subject practice, and provides additional follow-up and support as required, whilst also keeping the Head of Learning informed of any outcomes.

## **Appendix 1: Effective Practice**

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

**Rangi Ruru Girls' School 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
- providing extensive 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 students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Rangi Ruru Girls' School 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**

**Rangi Ruru Girls' 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Rangi Ruru Girls' School 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**

**Rangi Ruru Girls' School 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.

**Rangi Ruru Girls' 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 student and teacher checks of entries and results at key times during the year
- ensuring low levels of 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**

### **Rangi Ruru Girls' 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 students receive Programme of Learning 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.

### **Rangi Ruru Girls' School 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 Rangī Ruru Girls' 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, 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 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
- *Rangi Ruru Girls' School, Staff Guide to Assessment Practices for the National Qualifications Framework* (Staff Handbook)
- *Rangi Ruru Girls' School, Student Guide to Assessment Practices for the National Qualifications Framework* (Student Handbook)
- *Moderation Systems at Rangi Ruru, Assessment Quality Assurance, January 2023*
- assessment related policies.

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning for:
  - Music
  - Science
  - Visual Arts
- Heads of Subject for:
  - Physics
  - Produce and Spatial Design
  - Textile Technology
- 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.