

# **Managing National Assessment Report**

## **Riccarton High School**

**August 2023**

## **FINDINGS OF THIS REVIEW**

### **Riccarton High School**

**9 August 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 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

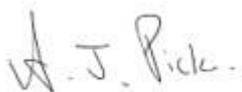
The school agreed that an action will improve the quality of its assessment systems and practice for national qualifications. It is:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Improve processes to ensure derived grades are available if required	Improved completion in 2023 and a comprehensive process in place for 2024

### For consideration

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

- reviewing the process to ensure students register their Student/Learner login so they can access the functionality it provides.



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31 October 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 11 April 2018 Managing National Assessment Report** The two agreed actions, clarifying with staff strategic selection for internal moderation, and developing a process to reconcile memoranda of understanding with reported results have been fully resolved.

**External moderation response to outcomes and processes** The school has an effective process to resolve issues raised in external 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. The Principal's Nominee is proactively working to resolve any current issues.

The Principal's Nominee reads each moderation report and follows up any issues with the subject area. Teachers are encouraged to submit queries or appeals if further clarification is needed. The Principal's Nominee discusses the report with the teacher and/or Leader of Learning and decides if there are any underlying issues to resolve or if it is a concern with just the particular standard. The teacher/Leader of Learning completes a review sheet outlining the actions required. The Principal's Nominee checks the required actions are put in place and monitors and records the progress made.

The Principal's Nominee completes a formal report on the outcomes of external moderation. This means the senior leadership are well informed about good practice and any concerns, and it provides the basis for any discussion required at Leader of Learning meetings.

### 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)*

Self-review is driven by data-based self-reflection using both qualitative and quantitative data. This identifies what is working well, what might need strengthening, and how that might be done. This enables the cycle of development to be focused and to leverage off what is working well. Where required planned improvements are then incorporated into the school professional development cycle at teacher and Learning Area level. There is a strong desire to reflect student and whānau voice in any changes, and teacher voice also initiates and influences change. The impacts of changes are evaluated and lead to further development where required. This provides assurance to senior management that potential improvements and concerns relating to assessment practices are effectively identified and appropriately addressed.

**Reviewing the purpose of NCEA Level 1 at Riccarton High School** The school is committed to retaining NCEA Level 1. This comes from consulting with the school community and the belief that this is currently the best pathway for their students. It meets the needs of the diverse range of learners in the school, provides motivation to achieve, prepares students well for success at the higher levels and supports both

academic and vocational pathways, and transition to tertiary education. There is a desire to use the current changes to NCEA to increase the focus on teaching and learning and allow assessment to flow from it, rather than drive it, building on the current approach that recognises that not all learning needs to be assessed.

One subject is involved in a Review of Achievement Standards pilot. The staff member saw it as a professional development opportunity and as a chance to contribute to the review process. The school is using the teacher to lead whole school professional development so their experience can help prepare other Learning Areas for the implementation of the new standards.

**Developing mentoring to best support student achievement** The school is trialling new ways of using data to strengthen its existing *Count Me In* strategy. This is a pre-emptive rather than reactive process to guide students towards achieving their assessment goals. It had been based on results gained and predictive credits but has moved to also include qualitative data around progress and concerns, and sharing that data with students and their whānau. It has included one-on-one interviews with students and their mentor to help strengthen the relationship and focus on individualised outcomes. It may lead to two interviews in future years aligned with the current *Student Achievement Interview Days*.

**Review of results identifying a data issue, leading to changes in process** In 2022 sixteen internal results were not reported to NZQA in time for the January results release. The school's own analysis of results discovered this error and identified the causes. This has led to improved communication to middle leaders so exception entries can be managed more accurately, and the creation of a report to be generated from the student management system to help improve end of year checking processes.

## 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)*

**Improve processes to ensure derived grades are available if required** The school needs to ensure derived grades are available for applications when a student cannot complete an external assessment or their performance is impaired. The school must review the reasons why external entries are missing derived grades, and where necessary alter processes to ensure there are opportunities to collect and record grades accurately.

Over the last three years the percentage of entries for external assessment with derived grades reported to NZQA has dropped. The school believes this may be because of a variety of reasons including:

- when the external standards are covered in the year may not allow time for a practice assessment
- NZQA's timeline for finalising entries means they may not reflect final assessment intentions
- practice assessment grades may not be included in markbooks in time.

The *derived grade profile report* and the *derived grade for unexpected events report* may help with investigating the issue and tracking progress towards the reporting of grades.

From evidence in the review and an audit last year the school has thorough processes in place to quality assure the tasks used and assessor judgments for the derived grades currently reported to NZQA. The process is documented by each Learning Area and shared with the Principal's Nominee so he can monitor its completion.

**Individualising learning where possible** The school caters to a diverse range of students and the whānau and whare system aims to ensure staff know and connect with individual learners to understand their circumstances, ambitions and desired pathways. They work alongside the careers team to create programmes that are appropriate for each student. Some tertiary/secondary programmes are already offered but the school is applying to access the Gateway programme to provide a greater range of opportunities for the students.

Learning Areas try to ensure students are assessed when ready by basing timing on a mastery approach. Some subject areas offer a choice of assessments with some having a flexible course where students choose the standards they need to be assessed in and the timing of assessment.

There is strong support for English Language Learner students with professional development available to the whole staff to help them meet students' needs.

**Considered pace of change towards digital assessment** The school has taken considered steps to prepare for digital first assessment of NCEA Level 1 in 2024. Since 2020 it has engaged digitally with a small number of subjects, increasing the number of students involved each year. The Principal's Nominee has worked with the students and teachers to review the benefits and refine how to best prepare for and resource a digital assessment. In 2023 the school has run digital assessment with a

large number of students for the literacy and numeracy co-requisite standards which has given the school confidence that they can support digital assessment on a large scale. They have backed away from end of year digital exams in 2023 due to limitations put upon them by the planned redevelopment of the school site but their experience has assured them that the school systems can successfully support the implementation of digital assessment across Level 1 in 2024.

**Focus on clear communication** The school provides multiple NCEA information evenings to ensure it can engage with its multi-cultural community, holding different meetings aimed at Chinese, Filipino, Māori and Pasifika students and their families. It has also engaged in the NCEA me te Whānau programme. To assist in the effective mentoring of students, translators are available where required at the *Student Achievement Interview Days*.

The school is currently looking at how to improve its NCEA handbooks and considering making them web based to make them more accessible and break them down into easily digestible blocks of information.

**Increase student access to their NZQA Student/Learner login** The school should consider reviewing their process to ensure students register and use their Student/Learner login. Where students do not access their NZQA Student/Learner login they cannot take advantage of the functionality it provides. This includes access to digital exams, checking the reporting of results, applying for reconsideration and reviews for external assessments, and ordering certificates and their Record of Achievement.

Over the last few years, logins by students by November each year has increased to just over 50% of students with NCEA entries.

## **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)*

**Strong internal moderation processes are in place** The school has processes in place to allow the effective monitoring of the completion of internal moderation and to meet the needs of each Learning Area. The school has trialled different online platforms to record the moderation process and has settled on a hybrid model with physical or digital tracking documents submitted to the Principal's Nominee. He records the completion in an online document shared with staff and follows up omissions in documents or where they have not been handed in. The Principal's Nominee or a member of the senior leadership team completes at least annual visits to each Learning Area to check on a sample of their moderation and discuss their processes, and provide additional follow-up and support as required.

Learning Areas showed evidence of good internal moderation practice based on the verification of grades awarded to a strategic selection of student material.

## **Appendix 1: Effective Practice**

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

**Riccarton High 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- 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.

**Riccarton High 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
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Riccarton High 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
- 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.

**Riccarton High 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**

**Riccarton High 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.

**Riccarton High 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 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

## **Effective communication to inform staff, and students their whānau about assessment**

### **Riccarton High 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 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.

### **Riccarton High 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 Riccarton High 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 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 *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
- *Riccarton High School, Assessment Procedures, NCEA – Levels 1, 2, 4 7 New Zealand Scholarship. 2023, Staff Handbook – including student information*
- *Riccarton High School, Assessment Procedures, NCEA – Levels 1, 2, 4 7 New Zealand Scholarship. 2023, Student Handbook*
- *Riccarton High School Curriculum and Student Achievement Policy.*

### The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Teaching and Learning
- Leaders of Learning for:
  - English
  - Physical Education and Health
  - English
- Heads of:
  - Biology
  - Geography
- Teacher in Charge of:
  - Accounting
- three students.

There was a report-back session with the Principal, Deputy 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.