

Managing National Assessment Report

Roncalli College

September 2022

FINDINGS OF THIS REVIEW

Roncalli College

8 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 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	
Evaluate the effectiveness of follow up to external moderation in resolving any identified issues	Following the external moderation round
Credible assessment practice to meet student needs	
Clarify the resubmission rules with staff.	Immediate and ongoing
Create a comprehensive induction programme for teachers new to the school, or new to assessing NCEA	By the end of 2022
Ensure assessment-related communications are current and accurate.	Immediate
Internal moderation to ensure the reporting of credible results	
Monitor the completion of internal moderation for all standards with reported results, by annually reconciling documentation with actual practice within each learning area	Immediate

For consideration

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

- sharing ownership of the external moderation process by giving Curriculum Leaders access to submit their moderation through the external moderation application
- encouraging Curriculum Leaders to use the Query and Appeal functions in the external moderation application to clarify their understanding of grade decisions at variance with those of NZQA moderators.



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21 October 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 29 August 2018 Managing National Assessment Report Two of the agreed actions have been effectively resolved by:

- providing a separate NCEA handbook for students and sharing it with students and their parents/caregivers
- creating an annual *Internal Moderation Plan* and confirming to senior management that all standards listed on it have been internally moderated.

Progress was made immediately following the 2018 *Managing National Assessment* review to carry out annual learning area reviews to check that internal moderation documentation reflects actual practice. However, in recent years, due to several changes of Principal's Nominee, this good practice has not been consistently carried out and is yet to become embedded in the school's practice. The school is advised to reinstate annual learning area reviews to reconcile documentation with actual practice.

Another casualty of turnover in the Principal's Nominee role has been a lack of consistency with external moderation follow up. The 2018 requirement to ensure external moderation actions are monitored for completion was not carried out consistently across those learning areas with identified issues. In response, the current Principal' Nominee has retrospectively carried out a follow up process targeting all learning areas with external moderation reports that were not consistent in 2020 and 2021 and is actively monitoring the actions arising.

External moderation processes and response to outcomes To ensure the school's external moderation follow up is more robust, the Principal's Nominee needs to evaluate and record how effectively the school's response to external moderation has resolved issues identified by NZQA moderators and ensure assessors receive support, as appropriate.

New Curriculum Leaders, who inherited a lack of consistency in their external moderation history, expressed a strong desire to seek feedback on standards which have not been reported as having assessor judgements consistent with the standard.

Giving Curriculum Leaders access to the external moderation application will facilitate their ability to look at past reports and inform their understandings of how past issues have been resolved, as well as use the Query and Appeal functions. One Curriculum Leader in charge of several single teacher subjects, independently sought professional help outside the school to clarify their understanding of feedback from NZQA moderators. In 2022, this proactive response improved consistency not only in that learning area, but for the school as a whole.

External moderation outcomes improved significantly between 2021 and 2022. NZQA's annual summary found the school's external moderation met NZQA's requirements with assessor judgements on only four out of the twenty-one standards sent for external moderation reported as *Not Yet Consistent*.

NZQA support for improving assessor judgements Where teachers assessing a standard for the first time require more guidance, they can use the *Request Clarification of an Internally Assessed Standard* form on the NZQA website. This will support their understanding of the standard, including their interpretation of the grade boundaries and the appropriateness of their task design and/or assessment schedules. Curriculum Leaders should remind teachers to check the self-guided tutorials on the NZQA Learning Management System, *Pūtake*, which further clarifies understandings for teachers on how to assess some of the internally assessed standards, as well as tutorials on how to use NZQA's digital assessment platform.

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)

Roncalli College has a tradition of academic excellence underpinned by a *“holistic curriculum providing students with the opportunities and pathways to develop their academic, cultural, spiritual and physical potential.”*

The school's NCEA achievement data shows sustained high levels of achievement at Levels 1 and 2 over the past five years, outperforming comparable schools, and schools nationally. The same trend is evident for Māori students with their outcomes generally mirroring those for all students.

There is more variability at Level 3, with significant numbers in all ethnic groups leaving after year 12 to take up employment, apprenticeships, and further training. The Senior Management Team and Learning Advisors work closely together monitoring and tracking the progress of year 13 students, in order to optimise achievement outcomes for this group.

Improved student tracking and support In response to data analysis and feedback from students and teachers, senior management disbanded the school's vertical, House-based pastoral system and created Learning Advisories to provide strong wrap-around support, resulting in high numbers of students gaining their NCEA qualification. Each Learning Advisor mentors a small, horizontal group of students and remains with this group as they progress through the school. They meet for 45 minutes each week and through the *MyMahi* digital platform, students access a self-directed, extra-curricular programme, including, future pathways planning, units supporting work/life readiness, and well-being.

Learning Advisors use this time to connect with individual students, track their progress, record notes in *MyMahi* and provide academic mentoring. Each fortnight teachers update the *GROW* traffic light spreadsheet tracking each student's academic progress and well-being. The Deans use this and the notes recorded by in *MyMahi* to identify those “at risk”. Consequently, contact with home is regular and timely, ensuring students are well-supported, both academically and pastorally.

Meeting students' needs The college timetable has been flexed to create two innovative approaches to learning and assessment:

- On Tuesdays, there is an extended 90 minute period with three subjects alternating with a different three the following week. This enables students studying subjects needing more time for trips and practicals to gain richer learning experiences and allows more flexible assessment.
- On *Flexday*, (Wednesday each week), years 12 and 13 have two 90-minute classes to pursue an area of interest. This coincides with the day many year 12 and 13 students attend Gateway and other vocational courses offsite, and prevents those students missing out on timetabled classes. Students are in charge of their learning, there are no assessments unless a student chooses to get credits and there is a focus on learning for learning's sake.

With an increasing Māori roll, there is a heightened focus on improving outcomes for Māori students. The Senior Management Team is pursuing a range of initiatives designed to strengthen relationships with mana whenua and to engage students and staff in te reo Māori and Tikanga. Staffing courses for this priority group is a continuing challenge for Roncalli College and other secondary schools in the district.

Roncalli College is using its own processes of self-review based on data analysis and staff/student voice to build teacher capability and implement changes that will continue to improve assessment outcomes for all students.

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)

The school ensures it continues to meet the dual demand for both academic and vocational pathways. Core subjects are differentiated into courses offering external assessment alongside those offering wholly internally assessed standards. Assessment is further tailored and personalised, where possible, to meet the needs of individual students. The school is making good progress using staff and student voice to inform change to assessment practice and programmes.

Digital readiness promoted The school is an early adopter of digital online assessment providing digital exams every year since the last *Managing National Assessment* review. In 2022, the school engaged in Review of Achievement Standards pilots to prepare for future assessment and to improve shared ownership of technical support for digital assessment.

Effective communication of the new resubmission rules required Interviews with staff revealed that some details of the new resubmission rules require clarification. Discussions with Curriculum Leaders revealed resubmissions were offered in some subject areas where there had been checkpoints and feedback on assessments carried out over an extended period. Where students have an extended period to complete assessment, the NZQA Resubmission *Mythbuster 4* states that “*effective use of checkpoints and feedback/feedforward will usually remove the need for resubmission.*”

Although a resubmission can be offered for work that is Not Achieved, there are additional considerations to determine if the student ought to be offered a resubmission. The new Principal's Nominee agreed to clarify the practice with Curriculum Leaders and monitor resubmissions to reduce inconsistencies in assessment practice.

Improve induction for new teachers Although there are informal supports for new staff and/or teachers new to assessing NCEA, ad hoc processes can result in inconsistent practice, for example, the use of resubmissions. A comprehensive induction programme for teachers new to the school, or new to assessing NCEA, is needed to maintain the credibility of the qualification.

Clarify changes to NCEA processes in school documentation Recent changes to NZQA's requirements for external moderation have not yet been captured in the school's documentation for staff. Effective communication ensures common understanding of assessment practice and moderation requirements resulting in credible and consistent practice.

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)

School's Internal Moderation Plan improves quality assurance Curriculum Leaders are required to submit an *Internal Moderation Plan* to the Principal's Nominee by the end of the first month of the school year. This plan must identify the person critiquing and verifying each standard. This extra step has two benefits, that is, it reduces the risk of a standard not being moderated and improves the credibility of results reported by the school. Any deviation from the plan is followed up by the Principal's Nominee.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Roncalli 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 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 opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Roncalli 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

Roncalli 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.

Roncalli 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.

Effective management and use of assessment-related data

Roncalli 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.

Roncalli 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

Roncalli 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
- celebrating students' success.

Roncalli 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 Roncalli 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:

- a range of departmental reports to the Board of Trustees 2022
- information on their actions and self-review since the last Managing National Assessment report
- *2022 Curriculum Leaders handbook* (Staff Handbook)
- *2022 Roncalli College NCEA Handbook* (Student Handbook)
- *Roncalli College - Strategic Plan 2022 - 2023*

The School Relationship Manager met with:

- the Principal's Nominee
- Acting Assistant Principal
- Director of Religious Studies
- Curriculum Leaders for:
 - English
 - Mathematics
 - Physical Education and Health
 - Science
 - Technology
- three students.

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

Background

Since the last *Managing National Assessment* review, the role of Principal's Nominee has changed three times. The current Principal's Nominee is tasked with creating more robust processes that provide confidence to both the school leadership and NZQA that the school's quality assurance processes are both consistent and credible.