

Managing National Assessment Report

Roxburgh Area School

June 2023

FINDINGS OF THIS REVIEW

Roxburgh Area School

14 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 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

For consideration

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

- developing an evaluative tool for departments to create and review assessment goals
- developing guidelines for gathering evidence of achievement
- ensuring all staff are aware of and use NZQA's assessor support tools
- updating staff and student documentation to reflect current good practice in the school.

No action required

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

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17 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 28 November 2018 Managing National Assessment Report

The school has addressed the two action items from the 2018 review. The Principal's Nominee checks the documentation for all internal moderation and has put in place timelines for checking data to support Curriculum Area Leaders to ensure results are reported accurately and in a timely fashion. At the start of each year, teachers complete a review of the previous year's assessment results, including following up on any action plans developed after considering feedback on internal and external moderation.

The school's assessment-related communication, including staff and student handbooks, has been updated to reflect information from NZQA and staff discussion on policy and procedure.

External moderation response to outcomes and processes Roxburgh Area School's external moderation outcomes give senior leaders confidence that the school's internal moderation process is effective and supports teachers to make assessment decisions that are consistent with the standard. On receipt of the external moderation report, the feedback is reviewed by the Principal's Nominee and is discussed with the teacher. Together they decide on whether to use the clarification or appeal facilities to get further feedback. Teachers and the Principal's Nominee discuss the feedback and decide on what action to take to improve the assessment. Teachers report on the effectiveness of this in their start of year evaluation.

Examination Centre Audit As a result of the 2022 Examination Centre quality assurance check, the school was found to be fully compliant.

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)

Since the last Managing National Assessment review in 2018, Roxburgh Area School has invested in developing the capacity of Curriculum Area Leaders to take ownership of assessment processes and use assessment and moderation information to set and report on departmental goals. The next step for the school could be to develop an evaluative tool setting out a formal approach to the creation of departmental assessment goals and their review. Previously the school used a Departmental Curriculum Action Plan but the implementation of this was disrupted during the pandemic and now the school is committed to completing what they set out to achieve. This development would support teachers to use assessment data and other evidence to review what is working well and what isn't in their programmes and enhance the capacity of the school to evaluate the success of the changes made.

Greater capacity to offer courses on site In order to provide their students with the broadest possible face-to-face curriculum, the school has appointed staff with a wider capacity to teach and assess English, Mathematics and Science in Years 11 to 13. This enables further differentiation within school-based courses to target student interest, achievement goals and pathways. To meet student needs for learning in specialist senior subjects, online courses continue to be utilised. The school has appointed an e-Dean to facilitate coordination between students and remote teachers and to support student progress towards assessment goals.

Readiness for NCEA Changes Staff at Roxburgh Area School described consistent assessor practice and teacher ownership of the moderation process providing a strong platform for implementing the coming changes to the qualification. Previous engagement with digital examinations and experience using Assessment Master will support the expanding use of digital assessment for the reviewed Level 1 achievement standards. The literacy and numeracy corequisites are being used, with students being assessed when ready. Historically most students at the school achieve literacy and numeracy by the end of year 11 and are well placed to focus on meeting the other requirements for achieving NCEA qualifications.

As the school prepares to implement the reviewed NCEA Level 1 assessment standards, it could consider developing guidelines for gathering evidence of learner achievement. NZQA has helpful information around assessment over time which would support assessment of the new larger standards. This would be supported by continuing to encourage teachers to utilise NZQA's assessor support, such as Pūtake and the NZQA Assessor Practice Tool, to reinforce good assessment practice.

The Principal's Nominee coordinates the quality assurance processes in the school. Most teachers in the senior school are also Curriculum Area Leaders and, in their meetings, assessment processes are discussed critically to ensure widespread ownership.

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.

Effective monitoring and tracking of student progress Roxburgh Area School students are supported to achieve their qualification goals through a coordinated approach by Form Teachers and Whānau Leaders. The school knows each student very well and courses are tailored to student interests and pathways. Regular syndicate meetings and the oversight of the e-Dean, Syndicate Leader and Principal ensure that there is early identification of any students at risk of not meeting their academic goals. Staff work with students and whānau to put measures in place, including modified academic programmes and further pastoral support.

An outcome of the wrap around process for identifying student needs is the school's provision of special assessment conditions. Consideration of these is an everyday part of school life and assessments are developed to ensure that they are accessible for all students. Students who have special assessment conditions are able to readily access their entitlements for both internal and external assessment.

Update staff and student documentation to reflect current good practice The school's assessment documentation supports assessors to understand the school's

approach to credible assessment practice. The information in both staff and student handbooks is generally accurate and accessible. It could be improved by adding descriptions of good school practices that are not currently included in the documentation:

- how the school tracks and supports students towards achieving literacy and numeracy requirements and NCEA qualifications
- the key communication processes for student progress such as reporting, parent-teacher conferences and key dates for assessment and data checking
- privacy considerations for student work used as exemplars.

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 Principal's Nominee is a member of the Senior Leadership Team and leads the development of the Curriculum Area Leaders' NCEA-related practices. His leadership and oversight of the moderation process instils confidence for the leadership team that the school meets NZQA requirements and that all results reported to NZQA are verified and accurate.

All assessors have a range of verifiers that they can use, either in the school, from the Area Schools' Community of Learning or in other schools, where they have developed quid pro quo arrangements. The Principal's Nominee has records of the verifiers, to ensure quality is maintained and there is continuity of practice should any staff leave. Staff interviewed for this review consistently described good assessment practices relating to verification of assessor judgements and the completion and monitoring of moderation processes. They valued the feedback from external moderation and used it as part of their quality assurance process.

The school identified that it would be useful to have a formal process for sharing external moderation feedback between schools in the NetNZ community, both for standards assessed by teachers at Roxburgh Area School and for those assessed by teachers in other schools for Roxburgh Area School students. This would assure the school that their students' assessment through online learning meets the required standard. The Principal's Nominee is investigating how this might be facilitated.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Roxburgh Area 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Roxburgh Area 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

Roxburgh Area 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
- 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.

Roxburgh Area 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

Roxburgh Area 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.

Roxburgh Area 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.

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

Roxburgh Area School 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Roxburgh Area 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 Roxburgh Area 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
- *Roxburgh Area School Assessment Policy 2023 - Teachers* (Staff Handbook)
- *Roxburgh Area School Assessment Policy 2023 - Students* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Curriculum Area Leaders for:
 - English & Humanities
 - Mathematics & Technology
 - Online Learning
 - Physical Education & Health
 - Science
- Teaching Assistant for:
 - Gateway and STAR
- 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.