

Managing National Assessment Report

Rangiora New Life School

August 2022

FINDINGS OF THIS REVIEW

Rangiora New Life School

26 August 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.

Actions and considerations

Agreed actions

The school agreed that these actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
continue improving external moderation follow-up actions to ensure issues are effectively resolved.	To support the 2023 round of external moderation.
Credible assessment practice to meet student needs	
ensure all teachers safeguard student privacy when issuing results.	Immediate.
Internal moderation to ensure the reporting of credible results	
formally reconcile and document completed internal moderation processes to ensure only quality assured results are reported to NZQA.	Immediate /current year.



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10 November 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 5 September 2019 Managing National Assessment Report

The two items identified for action to improve the quality of assessment systems and practices for national qualifications have been addressed. The school is selecting student work for external moderation to NZQA requirements. Only those students who cannot access the achievement standards that count for NCEA literacy are being assessed using the Work and Study Skills unit standards, ensuring students are provided with the most appropriate pathway.

External moderation processes and response to outcomes While many subjects have long-standing high rates of consistency with the standard overall, in particular subjects the school has variable levels of teacher judgements matching the standard.

The Principal's Nominee is strengthening the process for monitoring the completion and effectiveness of action plans to address issues identified by external moderators in subjects that have a pattern of low consistency rates. She discusses external moderation outcomes with each Head of Curriculum and where required due to inconsistent results, also with the subject teacher. Action plans are developed by the subject area and documented to address issues. However improvements within the subject area have not always been evident in the next moderation rounds.

NZQA recommended and the school agreed that these subjects re-evaluate the grade verification process, including the selection of verifiers and the strategic samples of student work, to improve the quality of the feedback provided. Where appropriate, teachers should be encouraged to query and appeal external moderation outcomes to assist professional understanding through clarification of the standard or grade boundaries, to inform changes to assessment tasks and make consistent grade decisions.

Teachers participating in the review clearly articulated the intent of moderation, to provide an assurance that assessment decisions are consistent with the standard nationally and displayed a commitment to improving their moderation practice. To achieve this the school supports teachers with professional learning, to increase teacher confidence when making assessment judgements, including through networking with colleagues in other schools.

Senior leaders will further analyse trends and potential issues to inform additional strategies, as needed to contribute to improvements in external moderation outcomes.

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)

Rangiora New Life School's self-review is centred on a school-wide commitment to developing the whole person, including meeting students individual needs to enable

them to reach their full academic potential. While the school's focus is on "a broader measure of student success beyond pass rates," evidence of the success of this approach is the consistently good results in NCEA and University Entrance.

E-learning opportunities are integral to this achievement success and allowed the school to respond quickly to the requirements of hybrid learning during Covid disruptions.

Positive relationships across the school create a community of mutual respect, high expectations and collaboration. The Principal's Nominee, new to the role in 2021, effectively leads credible assessment and identifies where quality assurance processes can be improved. She is well supported by the Associate Principal, Head of Secondary, senior leaders, and the staff. The sense of community is evident in the shared ownership and leadership of both school and NZQA assessment policies across the different levels of the school.

Universal Design for Learning (UDL) approach Secondary teachers' professional development focus in 2021 centred on reviewing the design of teaching, learning and assessment practice, to enhance student engagement and achievement. Resource Teachers: Learning and Behaviour (RTL) observed teacher classroom practice and student engagement levels in the junior secondary school, and then facilitated professional learning with teachers. As part of this learning, NCEA teachers used a variety of digital tools such as speech to text to assist students in providing evidence for assessment.

These flexible methods and varied strategies remove barriers for students to access and engage with material and provide the opportunity for them to achieve based on their abilities, strengths and needs.

Fit-for-purpose digital storage structures under development The school is currently developing a school-wide digital file and storage system to ensure assessment materials and samples of student work are available and efficiently submitted as required for external moderation. This development recognises that student work is increasingly assessed digitally. The school is rationalising the digital folder structure for curriculum areas to ensure student work is readily accessible to both the Principal's Nominee and moderators and permissions and links to student work are shared without compromising the school's cyber security.

This improved digital storage system has the potential to enhance the school's monitoring processes for both internal and external moderation.

Preparation for delivery of the NCEA Change Programme To position itself for an effective transition for the digital first approach of the NCEA Change Programme, the school is offering digital practice exams. In addition, in 2021, around 25 per cent of exam results were digital and the school is engaging in the piloting of two subjects in 2023. The school's initial involvement developed from a desire to replicate the way students are learning and producing evidence for internal assessments, and to extend access to computer use.

The school has identified that the use of the NZQA digital assessment platform, alongside students using their own devices, will support teacher confidence to run assessments and test the school's IT infrastructure, with time to resolve any issues that arise.

School-wide professional upskilling in UDL supports teacher readiness for task and assessment development for the new standards.

Senior leaders are considering the management of the logistics of assessments for the changed qualification. As a first step, the school reduced the number of subjects required in the Year 11 programme this year, to allow both students and teachers a greater focus on learning before assessment, and to support student and staff well-being through a reduced workload. This change has been positively received across the school community.

Similarly senior teachers are evaluating the best approach to deliver teaching, learning and assessment for the Literacy and Numeracy co-requisites. Literacy and numeracy are actively targeted to support the attainment of qualifications, with nearly all Year 11 students achieving this requirement under the current rules.

Rangiora New Life School has the leadership and capability to effectively review its processes to ensure credible assessment practice and quality assurance systems. Senior leaders can have confidence that issues will be identified and resolved.

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)

Meeting the requirements of the Privacy Act 2020 The requirements of the Privacy Act 2020 are not being consistently applied by all teachers, in keeping with the school's expectations as stated in the school's *Teacher Handbook of Policies and Procedures* document. Students interviewed indicated that some results had been shared with other students. Teachers must ensure that student results are not published publicly.

Comprehensive tracking and monitoring supports student achievement Data analysis and tracking processes effectively improve student achievement outcomes. High expectations of student success have been realised through multi-layered and inclusive support.

The school actively tracks all students to monitor achievement progress using student management system data. Whānau teachers are assigned a group of students throughout their time in the secondary school, and they gain a thorough knowledge of each student's abilities, qualification goals and career aspirations. They regularly check in with their students on progress. Where possible, teachers encourage timely verification from colleagues in other schools to enable tracking of student progress to be up to date.

Teachers and parents share with the Academic Dean concerns about student engagement and attainment. She provides ongoing support for students through tailored conversations on their achievement goals, progress, and the support available. The Academic Dean works collaboratively with the Pastoral Deans for early identification of students at risk of not attaining their achievement goals and to provide academic counselling and interventions such as modification of learning and assessment programmes, as appropriate.

Subject teachers, the Careers Advisor and Learning Support are also very active in their support of students. Parents are kept fully informed of student progress.

Programme pathways responsive to student needs and promote achievement

To provide relevant and engaging opportunities for students, the school has extended academic and vocational pathways through distance learning, supported by the e-Dean, and utilising external providers. This year the school dropped a compulsory subject at Year 11 to allow students greater choice in their Level 1 courses. Multi-level classes also ensure greater subject choice to meet student needs. Those students undertaking off-site learning have a personalised programme to assist them manage their learning and assessment timeframes. Students with entitlements to special assessment conditions are clearly identified and well catered for in internal and external assessments.

Student voice is gathered formally and informally across all levels of the school and is valued for informing changes to assessment practice and programmes. Teachers meet student needs by evaluating course design and delivery, leading to adjusting standards, assessment tasks and providing authentic contexts to reflect student interests and learning styles. Students interviewed during the review appreciated the varied learning and assessment opportunities available to them and acknowledged the support of their teachers in assisting them to achieve to their potential.

Teachers undertake reflective analysis of achievement data, to improve student achievement. In collaboration with Heads of Curriculum, school leaders strategically review data to inform and reflect on student achievement, measurement against school-wide goals and targets, and the effectiveness of changes made.

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)

Strengthening the monitoring of internal moderation Internal moderation ensures the reporting of credible results. The Principal's Nominee has informally monitored internal moderation practices with Heads of Curriculum over the period disrupted by the challenges of Covid. Last year, she surveyed teachers to identify any procedural gaps in moderation processes. The school is also trialling the use of the coversheet recently released as part of the student management system.

The Principal's Nominee intends to reinstate the previous systematic recording of the annual audit of internal moderation processes for all departmental areas, as outlined in the *Teacher Handbook of Policies and Procedures*. This annual reconciliation of the completed cover sheet documentation with student work and assessment materials for a random sample of standards for each subject should be documented to enable monitoring of required actions. The check gives a transparent account of moderation effectiveness and issues to address, where identified, to ensure school-wide consistent practice, and provide senior leadership with the confidence that all reported results are quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Rangiora New Life School has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are 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 expanding 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.

Rangiora New Life 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.

Effective internal and external moderation to assure assessment quality

Rangiora New Life 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.

Rangiora New Life 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
- 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

Rangiora New Life 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.

Rangiora New Life 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 families about assessment

Rangiora New Life 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
- celebrating students' success, such as the holding of parent gatherings.

Rangiora New Life 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 Rangiora New Life 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 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
- *Curriculum and Student Achievement Policy, Rangiora New Life School*
- *Teacher Handbook of Policies and Procedures, New Zealand Qualifications Framework, Rangiora New Life School*
- *Student and Parent Handbook of Policies and Procedures, National Certificate of Educational Achievement Level 1, 2 and 3, Rangiora New Life School*

The School Relationship Manager met with:

- the Principal's Nominee
- Associate Principal, Head of Secondary
- Heads of:
 - English
 - Mathematics
 - Social Sciences
- Dean of E-Learning / Teacher of Accounting
- 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.