

Managing National Assessment Report

Rototuna Senior High School

September 2023

FINDINGS OF THIS REVIEW

Rototuna Senior High School

14 September 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 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	
Monitor the effectiveness of action plans in response to external moderation outcomes.	To support the 2024 moderation round

For consideration

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

- amalgamating NZQA and school processes into one student-friendly user guide
- reviewing policy and procedures for missed and late assessment opportunities.

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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 11 September 2019 Managing National Assessment Report

There were no agreed action items from this review.

External moderation response to outcomes and processes The school needs to develop a more robust process to monitor the effectiveness of action plans developed in response to external moderation outcomes. Whilst the Principal's Nominee continues to strengthen the process for monitoring the completion of action plans aimed at resolving concerns raised by external moderators, improvements within some subject areas have not always been evident in previous moderation rounds. As a result, outcomes are discussed with each Poutiaki (Leader of Learning), and actions plans developed and documented in conjunction with subject teachers. Subsequently, the Principal's Nominee evaluates internal moderation practices considering external moderation feedback.

The school agreed that completed action plans could be discussed at meetings which Poutiaki have with the Principal's Nominee as part of the annual audit process, to ensure their effectiveness. This will provide assurance that staff are actively evaluating the effectiveness of the implemented actions and measure overall improvement and impact of the changes.

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 embraces review at every level with a focus on changes to best meet the needs of its students. Changes are underpinned by an innovative and flexible curriculum, alongside a shared vision to enable student engagement through specialist courses, wānanga ako and puna wānanga options. By continually evaluating and evolving its practices, the school demonstrates a strong commitment to providing students with the highest level of support and opportunities for success.

Annual review of teaching and learning starts with reflection at a teacher level that incorporates some informal student feedback, building up to Poutiaki presenting to the board. This contributes to whole school reviews and learning area changes, such as the current development of the schools' assessment for learning framework. Rototuna Senior High School's curriculum is designed to empower students to be connected, collaborative and community minded. Through collaboration, whanaungatanga personalised authentic learning experiences, creativity and innovation, students are offered engaging learning activities to achieve academic and personal success. The learning for assessment framework will allow the partnership between teacher and student to deepen and student voice to increasingly become more important, resulting in students having a greater say in how they are assessed, what they learn and how the learning process is tailored to their needs and preferences.

The Principal's Nominee is committed to establishing a school-wide consistent approach and ownership of the NCEA process. He is actively implementing and promoting good practice throughout the school community and the use of their internal school systems which both staff and students can access. He leads changes to assessment and quality assurance processes effectively, offers valuable support to teachers, and resolves issues to enhance existing practices. The Principal's Nominee is well supported in his role by the senior leadership team, and both staff and students acknowledged the work he has undertaken to meet the school and NZQA expectations.

Preparation for the delivery of the NCEA Change Programme To position itself for an effective transition to the NCEA Change Programme, the school has participated as an Integrated Pilot school for the past two years spanning 14 subject areas. In addition, 20 per cent of students are engaging in digital assessments at the end of the year alongside their participation in the Literacy and Numeracy corequisite for the past two years. The school is well placed to implement the changes to NCEA and has the capability and familiarity with NZQA's digital platform to support a digital first approach.

Proactive use of data to improve student outcomes and endorsements

Tracking student achievement, learning needs, interests, career aspirations and qualification goals enables the school to provide personalised and meaningful conversations with students facilitated by whānau teachers and Kaihautū (Deans) fortnightly. To improve academic achievement it is crucial to implement effective data tracking whilst fostering positive relationships between students and staff. However, due to some constraints of the current tracking model, Rototuna Senior High School has begun to transition to an alternative system which will provide staff access to a broader range of information and enable the possibility of tracking progress towards achieving endorsements.

Managing missed and late assessment opportunities The school may wish to consider conducting a review of the policy and procedures related to missed and late assessment opportunities. Although the current system is effective, it relies on conversations between staff which can lead to varying approaches. The school would be wise to ensure there is consistent school-wide practice as the student and staff population increases. This should be grounded in the principles of natural justice and fairness to all students, whilst ensuring the authenticity of students' work is not compromised. Maintaining records of extension requests would also help determine assessment bottlenecks and identify students who could benefit from additional school support.

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)

Combine assessment information The school could consider amalgamating NZQA information and school processes into one document. This could remove a potential source of confusion for parents and students alike.

Quality assured derived grades reported The school has robust processes to ensure reported external grades for all standards have been quality assured. Poutiaki interviewed described the importance of using appropriate material and assessment conditions to generate evidence that may be used for derived grades. This

information is now collated through an online digital form which allows the Principal's Nominee instant oversight, enabling him to ensure that all reported derived grades are based on valid and standard specific evidence, and that decisions align with the requirements of the standard.

Learning and assessment outcomes through its support for students is a feature of the school The individualised support offered to students by staff, coupled with the inclusive and relaxed atmosphere, positively impacts both learning and assessment outcomes for students, with an emphasis on overall well-being. Students interviewed discussed the importance of forging a relationship with a trusted member of staff who would then become their 'go to' person if they needed advice or guidance on any matter. Rototuna Senior High School actively supports students with learning needs, ensuring they are fully integrated into the school's curriculum and assessment options through the design of their structured programmes and assessment choices. Students are provided with appropriate resourcing that removes barriers to achievement.

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)

Robust processes and monitoring of internal moderation The Principal's Nominee ensures effective internal moderation by promoting consistency in teacher assessor judgements through strategic student work selection and external verifier involvement. Teachers select work for grade verification around grade boundaries, and those warranting a review, to ensure that their decisions are consistent with the standard. External verifiers can also be part of this process. This approach reinforces the intent of internal moderation supporting teachers to make assessor judgements consistent with the standard.

The Principals Nominee is effectively quality assuring internal moderation. The Principal's Nominee conducts an annual audit of internal moderation processes across all department areas. This annual reconciliation involves cross referencing completed cover sheet documentation with student work and assessment materials and documenting findings. This process allows the Principal's Nominee to review and discuss any procedures that may require clarification. The check provides a transparent account of the effectiveness of moderation and highlights any issues that need attention to ensure consistent practices throughout the school. It also instils confidence in senior leadership that results for each standard have been subject to quality assurance.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Rototuna Senior 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 and extending the school's Consent to Assess if required
- 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.

Rototuna Senior 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
- 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

Rototuna Senior 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
- 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.

Rototuna Senior 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

Rototuna Senior 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.

Rototuna Senior 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 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

Rototuna Senior 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
- celebrating students' success.

Rototuna Senior 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 Rototuna Senior 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 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
- NCEA Staff Handbook 2023
- NCEA Student Handbook, 2023
- Student NCEA information - Te Hinaki.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Poutiaki - Leaders of Learning for:
 - English
 - Health and Physical Education
 - Mathematics
 - Science
 - Social Studies
 - Visual Arts
- 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.