

Managing National Assessment Report

Rolleston College

May 2021

What this report is about

This report summarises NZQA's review of how effectively Rolleston 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2021* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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 practice Managing National Assessment review
- *Rolleston College Horoeke Haemata Curriculum Policy Manual*
- *Rolleston College Horoeke Haemata Principles and Practices*
- *Rolleston College Horoeke Haemata Student Handbook 2021*
- *Rolleston College Horoeke Haemata Staff Handbook 2021*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- the Assistant Principal's Nominee
- the NCEA Administrator
- Learning Area Leader for:
 - English (Acting)
 - Health and Physical Education
 - Languages
 - Mathematics
 - Science
 - Social Sciences
 - Technologies
 - The Arts (Acting)
- Learning Support Co-ordinator
- three students.

There was a report-back session with the Principal, three senior leaders 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

This is Rolleston College Horoeke Haemata's inaugural Managing National Assessment review. The school opened in January 2017 to serve the school population in the community's catchment area. Assessment against standards on the New Zealand Qualifications Framework first occurred in 2019 with the Year 11 cohort. In 2021 NCEA Level 1, 2 and 3 are being delivered.

SUMMARY

Rolleston College

12 May 2021

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Students and their learning are at the centre of Rolleston College Horoeka Haemata's vision and purpose. Teachers lead learning in a wide range of flexible, personalised and collaborative learning experiences, using authentic contexts that engage student interests appropriate to their needs and abilities.

Reflective practice is becoming embedded in the school's self-review processes. Review informs course delivery improvements, including changes to assessment contexts and standards.

A range of academic and vocational opportunities are offered to provide relevant pathways for students. Cross-curricular study within a thematic context, and device-based learning are key aspects of the learning design. Assessment practice is consistent across all learning areas.

The school has implemented robust annual monitoring of internal moderation processes to ensure that only credible results are reported to NZQA. These processes ensure that all teachers are consistently meeting expectations of good practice.

External moderation outcomes are addressed, with any identified issues subject to an action plan. The Principal's Nominee monitors the outcomes and completion of these actions.

Data is used effectively to monitor and track student progress and support students to achieve. Those students at risk of not gaining a qualification are identified and targeted for intervention if required, including for literacy and numeracy support. The outcomes of analysis by Learning Area Leaders for the Board of Trustees are evaluated by senior leadership, to inform school-wide strategic focus.

Efficient data management systems ensure timely reporting of results to NZQA, minimal late external entries and checking of internal results for accuracy.

Pro-active use of digital, face-to-face, and written communication opportunities ensure assessment information is accessible to all stakeholders and understood.

The students interviewed for the review were well-informed about the NCEA and considered teachers positively supported them to achieve.

Assessment practice is competently led by the Principal's Nominee who regularly fosters discussion on best practice and sets high expectations for staff. Strong leadership and sharing best assessment practice within and across learning areas is used to further professional learning, thereby promoting ownership of assessment systems and school-wide consistency.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson
Manager
School Quality Assurance and Liaison

16 June 2021

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from previous Managing National Assessment Report This is the first Managing National Assessment review of Rolleston College.

Response to external moderation outcomes Learning Area Leaders are required to develop action plans to address issues identified by external moderation reports. The Principal's Nominee monitors the completion of these plans and supports teachers with professional development, if required. One cycle of external moderation had been completed at the time of the review, with sound consistency rates between teachers and external moderators.

Internal review

Evidence for 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 a continuous and evolving process. As part of the school's strategic direction, senior leaders are embedding school-wide ownership of assessment processes and developing the capability of teachers to foster student well-being and provide engagement in the school's innovative learning and assessment practice. Regular Learning Area Leader meetings to discuss school-wide learning and assessment are integral to the review process.

Teachers are effectively analysing data to monitor and track student achievement to evaluate the effectiveness of their learning and assessment programmes.

The school has participated in Level 1 and 2 digital examinations in 2020 and is involved in two mini-pilots in 2021 to match everyday learning and prepare for future assessment practice.

Internal moderation checks, results entry and targeted interventions for at risk students have been devolved to Learning Area Leaders. This delegation has built staff capability and strengthened assessment systems and information sharing across the school. The intended next step is to upskill these leaders to complete their own online submissions through the external moderation tool.

Learning and assessment design effectively utilises the flexibility of the NCEA model. As the school has progressed through the delivery of three qualification levels, some systemic adjustments have been required while still holding firm to the school's innovative learning design. Examples of reduced flexibility include the required selection of standards in approved subjects and external assessment at Level 3 to gain University Entrance, and calendared assessment timeframes to assist with the management of assessment workloads.

The school has planned to foster Māori and Pacific student achievement and provide viable future pathways in Science, Technology, Engineering and Mathematics (STEM) subjects by focusing on engagement in these subjects, including through partnering with whanau.

Ongoing evaluation of learning and assessment practice, effective distributive leadership and a shared culture of meeting student needs reveal the school's capacity to strategically plan. This approach supports student engagement and achievement and ensures credible assessment in an innovative course design.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for 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)

Rolleston College has effective processes and procedures for meeting the assessment needs of their students by:

- broadening assessment opportunities by engaging with external providers to offer vocational and trade-based courses, such as hospitality and outdoor education
- identifying and supporting Year 10 students at risk of not meeting the literacy or numeracy requirements in readiness for NCEA
- using formative assessment strategies to assist students to present their best evidence of assessment, including
 - milestone checks
 - using the SOLO taxonomy levels to provide non-specific feedback to maintain authenticity
 - being explicit about the requirements at each achievement grade
- collecting school-based evidence to support applications for students identified as eligible for special assessment conditions and providing appropriate support.

Rolleston College has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide assessment practice for late and missed work, extensions, resubmissions and further assessment opportunities
- conducting practice assessments to generate valid, verifiable and standard-specific evidence for derived and unexpected event grades
- investigating appeals following the principles of natural justice and fairness to all students
- ensuring student work is authentic by using a variety of strategies
- meeting the requirements of the *Privacy Act 2020* by ensuring student results remain private and permission is sought to use or share student work.

Learning design enhances student engagement and achievement outcomes

Universal Design for Learning principles inform teaching and learning practice to meet students' abilities, strengths and needs. This approach provides flexibility in the ways students access material, engage with it and show what they know. The varied teaching and assessment methods remove barriers and give all students opportunities to succeed at their own pace; for example, reading an assessment task to all students as many times as they need. The primary focus is on developing transferable knowledge and relevant skills, with assessment an intentional by-product. Digital tools are integral to providing a range of opportunities for the collection of evidence towards assessment.

Flexibility is embedded in course design. Students have agency and ownership of their learning and achievement goals. Learning and assessment programmes offer students varied, personalised and collaborative opportunities through meaningful and

authentic contexts. Connected Learning is integrated across curriculum areas. Assessment evidence is used to assess more than one standard and subject. With the support of their Ako or advisory learning coach, students undertake personalised quest projects. There is also flexibility to negotiate change in internal standards and opt into external assessment. Where appropriate, students are assessed when ready.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Rolleston College has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks reflect the standard by having amended or new tasks critiqued prior to use
- using clarification documents, benchmark exemplars, documented discussions on grade judgements and professional learning opportunities to inform assessment decisions
- using subject specialists within and outside the school to verify a sufficient sample of student work at grade boundaries
- documenting the completion of each step in the internal moderation process using internal moderation cover sheets
- following the moderation requirements of Industry Training Organisations.

Rolleston College has effective processes and procedures for managing external moderation by:

- using a random selection method that meets NZQA requirements
- ensuring samples of student work are provided by being centrally stored and accessible to the Principal's Nominee
- encouraging teachers to recommend standards to be included for future external moderation
- increasingly submitting samples of student work digitally
- valuing moderator's feedback for professional learning to assist with the understanding of the standard and to inform changes to assessments and assessor's judgements.

Robust processes and monitoring of internal moderation Effective school-wide processes for internal moderation ensure practices are consistent across all subjects and teachers. Expectations of moderation requirements are clear, systematic and regularly articulated. This deliberate approach addresses the rapid growth in staff numbers who have backgrounds in varied internal moderation practices.

Enhanced ownership of, and capability in internal moderation practices is developed through sharing the critiquing, verifying and reviewing responsibilities across members of the learning area. Teachers participating in the review understood the purpose of internal moderation and stated an intent to move beyond compliance to best practice.

Monitoring of internal moderation is robust. The NCEA Administrator documented check of internal moderation, annually reconciles internal moderation records with actual practice for all standards. This practice assures senior leaders that all reported results have been quality assured and are credible.

No action required

No issues with the school's internal and external moderation were identified during this review.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Rolleston College effectively uses assessment-related data to support achievement outcomes for students by:

- reporting on student progress towards qualifications and University Entrance, through reporting and online parent access to information held on the school's management system.
- holding Parent-Student-Teacher Conferences to discuss student progress towards NCEA achievement
- modifying learning and assessment strategies as a response to teacher inquiry
- recognising course endorsement by grouping standards in semesters
- celebrating student achievement through student awards and acknowledgement of success.

Rolleston College reports accurate achievement data by:

- using a sign-off process with students to confirm the accuracy of internally assessed grades
- timely reporting of results to NZQA
- ensuring that internal results are reported with a result or withdrawn as appropriate
- using the Key Indicators and data file submission reports to identify and resolve data issues
- actively encouraging students to check the accuracy of results and monitor NCEA progress using the student portal and the NZQA Learner Login.

Effective monitoring and academic mentoring support achievement outcomes

Comprehensive analysis of student progress towards NCEA qualifications using grade predictions is carried out at frequent intervals by the Principal's Nominee. A group of students at risk of not achieving the qualification are identified, with the group being regularly revised. This information is shared with the Pastoral and Learning Area Leaders and informs the collaborative response across subject areas, including strategies for intervention.

Each student has a learning coach, their Ako or advisory teacher, who provides ongoing support and monitors achievement and personal goals through regular conversations tailored to the student's needs and progress.

The Tautoko Programme was initiated last year to support, assist and encourage students to achieve their chosen assessment pathway. While those students sitting external exams were on study leave, teachers were able to offer individual 'pastorademic' support. Further and vocational teaching and assessment opportunities were provided, as appropriate, including through external providers. This support will be extended this year during the school practice exam period.

The school-wide expectation of student achievement reflects teachers' ownership of assessment and a collective vision to assist all students to engage in their learning by following a relevant pathway and succeed to the best of their ability.

Central storage of Memoranda of Understanding to reconcile external provider results The central storage of Memoranda of Understanding is recommended to enable the school to confirm a current subcontracting arrangement is held for all external providers and to annually reconcile grades reported under their external provider codes. The request to provide a sample of Memorandum of Understanding at the review identified to the Principals' Nominee, the advantage of holding a copy centrally. Currently these are held by the learning area responsible for reporting results of the external provider.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- centrally holding current Memorandum of Understanding with external providers and reconciling them with results reported.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Rolleston College has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- regularly communicating assessment policy and procedure to staff, students and parents using a range of modes and methods
- informing staff on updates to NCEA information throughout the year via emails and staff meetings
- publishing assessment handbooks and reviewing communications to ensure they are fit for purpose and current.

Rolleston College assists common understanding of assessment practice by:

- presenting NCEA information in tailored student assemblies and parent evenings
- supporting teachers new to the school through an induction programme of the school's assessment and moderation processes
- ensuring students understand what they need to achieve in order to gain a qualification.

Distributed leadership and effective communication develop assessment best practice Learning Area Leaders, with the support of senior leadership, take an active role in maintaining consistent assessment and moderation practices school-wide.

Leaders of learning areas meet each week. Robust conversations and sharing of ideas and expectations reinforces the school's strategic direction in learning and assessment. NCEA assessment procedures and processes, and the monitoring and tracking of student achievement including Tautoko Week organisation, are regular topics of discussion. Recent discussions have included the changes to resubmission rules. Learning Area Leaders then lead discussion of assessment practice within the context of their own subject area with teachers they are responsible for supporting.

Learning Area Leaders reported how these meetings helped develop their collective understanding of assessment practice and provided them with confidence to lead change. This approach has facilitated shared ownership of assessment systems at all levels of the school.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.