

Managing National Assessment Report

Saint Kentigern College

August 2022

FINDINGS OF THIS REVIEW

Saint Kentigern College

25 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.

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 action

The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Internal moderation to ensure the reporting of credible results	
Ensure an annual monitoring process to confirm all standards where grades are reported are internally moderated.	Start now and complete annually

For consideration

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

- establishing a meeting structure within the faculty management system that allows discussion on NCEA assessment matters for all Heads of Department
- developing an effective induction programme for new teachers to the school, to ensure consistent assessment practice



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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 20 June 2017 Managing National Assessment Report The action item from the last report to ensure documentation of completed internal moderation is reconciled annually with actual practice was partially actioned as discussed in the report.

External moderation processes and response to outcomes The school has effective processes to respond to external moderation feedback. Heads of Department develop action plans to address outcomes where judgements are inconsistent with the standard. The Principal's Nominee monitors the completion of these plans and identifies developing trends and potential issues in subject areas. Teachers are supported to use external grade verifiers and by selecting standards for the school's assessment plan they also receive targeted feedback from NZQA moderators to address issues. The effectiveness of the school's moderation process is evident in a very high level of consistency between assessor judgements and the standard, as reported by external moderators.

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's capacity for self-review continues to support credible assessment practice. Senior Leadership have a continuous focus on engaging students in learning and assessment through academic and vocational pathways, with high expectations of student achievement. This approach was particularly evident during the COVID disruption where through hybrid learning and assessment between school and home, most students maintained high levels of engagement and achievement.

Faculty Management System The school has recently reviewed its management structure and introduced a faculty system to distribute the ownership of learning and assessment leadership in the school and break down subject silos. It is envisaged that this structure will develop the capability of assessment leaders and ensure the continuation of consistent credible practice. Faculty Leaders will take a greater role in the school Quality Assurance processes particularly the monitoring of the internal moderation process and external moderation outcomes.

The establishment of the faculty management structure has led to the abolition of Heads of Department meetings school wide where NCEA assessment matters were discussed, and practice clarified. Senior Leadership is aware that to ensure continuation of effective NCEA credible and consistent assessment practice and induct new teachers into this practice a new meeting structure will need to be put in place.

Enhanced Assessment Practice The school has reviewed a number of assessment practices to support student achievement. All students identified as being at risk of not completing a qualification are tracked and monitored by the

Academic Development Office. Interventions are tailored to meet the particular student's needs and involve associated support by the school's pastoral care system including guidance and careers staff.

Power BI is now used to interrogate data from the school's student management system to inform decision making across the school. Data evaluation includes the development of biannual reports on student achievement for Senior Leadership and the Board of Trustees. These reports were particularly valuable during the periods of COVID disruption allowing the school to be responsive in its delivery of assessment opportunities in the hybrid model of teaching and assessment.

The school has developed digital tools to support student learning and assessment as a response to COVID disruption. All lessons and assessment opportunities are available physically and remotely on a digital platform, to address the high number of student and teacher absences due to illness and lockdowns. Digital tools are constantly being reviewed to provide students with an authentic learning and assessment environment in both settings. Students interviewed for the review commented on the teachers' abilities to operate in this environment and identified the improvements in online delivery since the first COVID lockdown. Evidence of the success of this approach is the school's maintenance of high level of student achievement across all levels of NCEA qualifications throughout the periods of COVID disruption.

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 has effective practices to ensure credible assessment school-wide. Teachers and students interviewed were consistent in their understanding of assessment processes reflecting the context of high expectations from parents and students.

Consistent assessment practice was evident in discussions with teachers and students on missed and late policy, management of breaches, appeals, the new resubmission rules and the valid collection of evidence for derived grades.

To engage students in the learning and assessment process the contexts of assessment tasks are changed to reflect their interests. Teachers scaffolding these tasks to support students to complete project and portfolio-based based assessment activities.

The school is effectively meeting student needs by providing flexible and relevant pathways within a coherent curriculum. The courses provided are based on student choices, to meet their abilities, interest, and planned career pathways. Where appropriate, external providers offer alternative courses to support some students to transition into tertiary pathways or experience learning and assessment opportunities beyond the school's current resources.

Special assessment conditions for students are managed effectively The school is managing a large number of students identified as eligible for Special Assessment Conditions to remove barriers to their achievement.

Most students are identified by external specialist referrals. Senior Leadership expressed concern about resourcing these students in terms of the provision of rooms and assessment or examination assistants. It is envisaged that the NCEA Change Programme for external standards will alleviate this demand through the mode of delivery, conditions of assessment and fewer assessment opportunities.

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)

Monitoring the completion of moderation for all standards where results are reported The school needs to embed the process for monitoring the completion of verification of a sample of grades awarded on student work for all standards where results are reported. This is an NZQA requirement to ensure that all results have been subject to a quality assurance check to assure their credibility of the results reported and the qualification.

While some Faculties confirmed they monitored the completion of internal moderation for each standard reported by their departments, this is not school-wide practice. The previous Managing National Assessment review recommended that this process needed to be documented annually to ensure senior management was confident that all results reported for each standard and teacher were credible. The Principal's Nominee made this part of the Heads of Department audit process which no longer operates due to the management structure review.

The school has agreed that they will include a school-wide monitoring process in their review and development of the faculty management system with oversight by the Principal's Nominee to ensure consistency.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Saint Kentigern College 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
- 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 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.

Saint Kentigern 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

Saint Kentigern 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.

St Kentigern 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
- 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

Saint Kentigern 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.

Saint Kentigern 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

Saint Kentigern College 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
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success.

Saint Kentigern 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 Saint Kentigern 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:

- information on their actions and self-review since the last Managing National Assessment report
- *National Certificate of Educational Achievement (NCEA), Staff Handbook, Saint Kentigern College, 2022* (Staff Handbook)
- *NCEA Handbook for Students and Parents, Saint Kentigern, 2022* (Student Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty/Department for:
 - Creative Art
 - English
 - History
 - Physical Education
 - Physics
 - Statistics
- three students

There was a report-back session with the Principal, Deputy Principal (Curriculum and Learning) 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.