

Managing National Assessment Report

St Mary's College (Auckland)

June 2022

FINDINGS OF THIS REVIEW

St Mary's College (Auckland)

10 June 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 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 2020.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Formalise a process to evaluate the effectiveness of responses to feedback from external moderation.	December 2022

For consideration

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

- continue to review the school's digital storage policy to ensure that student work is available for submission for marking or for external moderation

Kay Wilson
Manager
School Quality Assurance and Liaison

25 July 2022

NZQA

0800 697 296

www.nzqa.govt.nz

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 23 June 2016 Managing National Assessment Report There were no action items from the previous MNA review in 2016.

External moderation processes and response to outcomes NZQA external moderators report high rates of consistency between the grades awarded by St Mary's College teachers and the requirements of the standards being assessed.

However, the school's response to external moderation needs strengthening to include monitoring the completion of action plans to address inconsistent outcomes. The Principal's Nominee and Faculty Leaders need to be assured the actions taken by teachers have satisfactorily addressed the issues raised by external moderators.

The Principal's Nominee intends to review the process of responding to external moderation outcomes with Faculty Leaders, to ensure the implementation of a consistent and robust follow-up system.

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)

St Mary's College Senior Leadership Team continues to actively self-review their assessment practices and programmes to meet the needs of their students. Review of assessment practices is continual but recently included providing clarity around authenticity, the withdrawing of students from assessments and embedding the recent change to the NCEA Resubmission process.

Staff at all levels to take ownership of credible assessment processes The Principal's Nominee provides strong leadership that includes supporting, encouraging and leading internal review. As a result, the school is well placed to maintain its high standard of effective management of assessment.

In response to the disruption caused by COVID-19 and associated student absences, faculties reviewed their programmes, including how assessments were delivered, students were presenting their work, and how evidence was collected. Assessment practice now focuses on individual assessment needs of students, assessing when ready and encouraging students to use a wider variety of methods of submitting assessment evidence, including the use of digital formats. Data shows that due to these changes the achievement at all NCEA levels have been maintained.

Faculties are now using digital platforms for not only external exams and common assessment activities but also internal assessments and practice external examinations. It has provided a platform where teaching and learning have been able to continue while teachers and students have been working in a hybrid environment.

Academic monitoring of achievement and mentoring in the school has been strengthened to include all students Student achievement progress is now monitored for all students including supporting those at risk of not completing a qualification or working below their potential. The mentoring and monitoring process has been formalised with the aim of identifying all students at risk of not achieving their potential. This process includes the tracking of student achievement, development of action plans if required, and could include involvement of parents/caregiver. The benefit of this is to support those students who may need extra support or a change in assessment programme.

Review of systems to ensure the school is ready for NCEA changes St Mary's College is involved in NCEA pilots for Chinese and Religious Studies standards. The Principal's Nominee and senior leaders are collecting feedback on the impact of implementing the new standards on staff workload and assessment systems, to support the school's preparation for implementing the full NCEA Change programme. They have realised that the administration including rooming and supervision of CAA's could be problematic and are looking at solutions prior to the full implementation of the NCEA Change.

Credible assessment practice to meet student / ākongā 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)

Maintaining school wide credible assessment Students and staff interviewed were well informed about the school's assessment practices and procedures. All were aware of the changes to the NCEA Resubmission rule as well as the requirements to gain an achieved endorsement.

Students discussed plagiarism and the use of 'Turn it in' by the school. Students were encouraged to use this tool to ensure they meet the authenticity requirements of each assessment. This is closely monitored by teachers as well as faculty leaders and if needed the Principal's Nominee is involved.

Derived and Unexpected Event Grades The school has processes in place to ensure that valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades. The school uses practice exams to gather the evidence to support these applications. The Principal's Nominee quality assures ensuring that evidence is either justified or verified. The Senior Leadership Team and NZQA can be confident that the derived grades and unexpected event grades reported are credible.

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)

Robust internal moderation processes Effective internal moderation processes are reflected in the school's consistent external moderation outcomes. The monitoring of the internal moderation process by Faculty Leaders and the Principal's Nominee ensures that all internal results reported to NZQA have been verified as being at the national standard.

Monitoring of internal moderation includes checking documentation of the steps in the process. Internal moderation cover sheets are checked by faculty leaders. These are stored with student work, so they are visible to the Principal's Nominee who provides further checks as well as extra support if required. Extra support may involve finding appropriate verifiers through contacts from other school to provide the expertise required.

Faculties ensure that the process used for grade verification is appropriate for each standard and that verifiers are subject experts. The school has built verification relationships with other schools where experts are not available within the school. Teachers see this process as an integral part of their professional learning.

The selection of student work for internal moderation is strategic, with the focus being on grade boundaries or where a teacher is unsure of a segment of the assessment task or schedule. New staff are supported in this process and given further guidance to ensure the effectiveness of the internal moderation process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākongā

St Mary's College (Auckland) has effective processes and procedures for meeting the assessment needs of their students / ākongā by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā 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 support for students / ākongā at risk of not achieving literacy and numeracy or their qualification goals.

St Mary's College (Auckland) has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākongā 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 / ākongā privacy in the issuing of student / ākongā results.

Effective internal and external moderation to assure assessment quality

St Mary's College (Auckland) 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 / ākonga 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.

St Mary's College (Auckland) has effective processes and procedures for managing external moderation by:

- ensuring samples of student / ākonga work are available for submission by being adequately stored
- selecting sufficient samples of student / ākonga 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

St Mary's College (Auckland) effectively uses assessment-related data to support achievement outcomes for students / ākonga by:

- monitoring and tracking student / ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

St Mary's College (Auckland) 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 / ākonga and teacher / kaiako 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

St Mary's College (Auckland) 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 / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākonga success, [such as the holding of parent gatherings].

St Mary's College (Auckland) assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- informing students/ ākonga about suitable learning pathways
- supporting students / ākonga 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 St Mary's College (Auckland):

- 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 / ākonga and families / 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 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
- BOT Curriculum Policy
- *NZQA Staff procedures Manual 2022*
- *Student Handbook, NZQA Student Information Booklet 2022*
- *Power points:*
 - The Student Login
 - Year 11 NZQA 2022
 - Year 12 NZQA 2022
 - Year 13 NZQA 2022

The School Relationship Manager met with:

- the Principal's Nominee
- Faculty Leaders for:
 - Commerce
 - Languages
 - Mathematics
 - Religious Education
 - Social Sciences
 - Technology
- three students / ākongā.

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.