

Managing National Assessment Report

**St Paul's College -
Auckland**

June 2024

FINDINGS OF THIS REVIEW

St Paul's College - Auckland

13 June 2024

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 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 2022.

Actions and considerations

Agreed actions

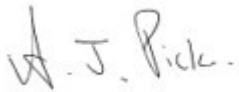
The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure that all teachers have a common understanding about the amount of guidance that can be provided during summative assessment.	Immediate
Update staff and student handbooks to reflect the school's actual practice and NZQA's current requirements.	Immediate and ongoing

For consideration

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

- increasing the use of external providers to better meet student career aspirations.



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School Quality Assurance and Liaison

5 July 2024

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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 6 September 2019 Managing National Assessment Report

The previous report identified three action items requiring attention. St Paul's College has adequately addressed the two items referring to the external moderation cycle. The school has effective systems to respond to external moderation feedback and ensure that the selection of student work meets NZQA requirements. This is discussed further in the following section.

Staff and student assessment handbooks have been updated since the previous review to communicate school assessment policies and procedures. However, ongoing review is still needed to keep them current, as detailed in the relevant section of this report

External moderation response to outcomes and processes St Paul's College has implemented a robust approach to documenting responses to external moderation feedback and monitoring progress in meeting them. The Principal's Nominee informs staff when a review has been completed and saves the moderator's report to a shared external moderation folder. All Heads of Department review moderation feedback and determine actions that need to be addressed in discussion with Senior Leadership and the Principal's Nominee. Changes are made to assessment tasks and teacher practice in accordance with moderator recommendations, including for assessor judgements that are consistent with the standard. These actions are documented in a standardised format and saved to the external moderation folder. Progress on these actions is monitored by Senior Leadership during weekly discussions with the Head of Department.

Heads of Department and Senior Leadership are aware of a range of effective means to improve assessor practice. These include professional learning opportunities provided by engaging with subject experts from other schools, using the moderation query and appeal functions, accessing online assessor support and practice tools and where necessary, seeking alternative verifiers outside of the school. The school actively supports teachers to engage with these methods and as a result, an improvement in the consistency rates can be seen.

Examination Centre Quality Assurance Check St Paul's College has taken steps to ensure all issues identified in the 2022 Quality Assurance check of the school's examination centre are resolved. Examinations are secured in an area with access restricted to the key people. By addressing these points, the school is supporting external assessment conducted at its exam centre.

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)

Self-review is an embedded practice St Paul's College has an effective cycle of self-review. It is extensively used to evaluate practices and inform decision making in numerous areas across the school. Internal review is an integral part of ensuring that the school's assessment and learning programmes continue to meet the needs of individual students including those considered at-risk of not achieving their qualification. Self-review occurs at all levels from the Board of Trustees through to the individual teacher. It involves analysing achievement data, considering external report recommendations and seeking advice from partnership schools. Sharing the results from review cycles during staff meetings fosters participant ownership and leadership not only in the review process itself, but also in subsequent actions.

A recent review of achievement rates in STEM exemplifies the school's excellent practice in this area. Concerns regarding whether the school's Science, Technology and Mathematics programmes were meeting the future needs of students prompted the school to target support in these areas as a key priority. This was enacted through multiple initiatives including upskilling careers staff, ensuring Year 7 and 8 students are taught by subject specialists, redeveloping its Year 9 and 10 Science and Mathematics programmes, expanding its gateway offerings in trade and by introducing three Sciences in Years 12 and 13. The success of these changes can be seen not only in increased enrolments in STEM subjects and significantly improved results, but staff and students also routinely stated that the academic culture of the school had shifted to value success in these subjects. Subsequent review has led the school to investigate prospects to broaden student opportunities with technology subjects to further provide access to students' future educational, vocational or employment opportunities.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Tracking student achievement informs interventions The school has effective systems in place to identify and provide targeted support for students at risk of not achieving their qualification goals. The engagement of literacy and numeracy coordinators and an academic dean, together with regular sharing of student progress across all groups, including students and whānau, is addressing the school wide goal of raising achievement levels. The efficacy of these measures can clearly be observed in the school's improved rates of Level 3 attainment and University Entrance.

Student awareness of their own progress is a well-addressed priority at St Paul's College. Students interviewed during this review acknowledged the approachability and responsiveness of their teachers and Senior Leaders for providing well regarded guidance and assisting them to achieve their academic goals. Students regularly engage with this practice through mentoring interviews with the Academic Dean and Senior Leaders. These sessions allow students to be aware of their current achievement and indicates that this practice effectively engages them in the ownership of their progress.

Clarify appropriate internal assessment guidance St Paul's College needs to ensure that all teachers are familiar with the amount of guidance that may be given as feedback during summative assessment tasks. It became apparent during the review that some teachers are giving too much guidance to students when reviewing a draft of a summative internal assessment. To support credible assessment practices, feedback and feedforward should be limited during the drafting phase of an assessment. By providing interim results, teachers may reduce student's ability or willingness to further refine their submission.

Document assessment policies and practices The school must continue to review and update staff and student assessment documents so that current and consistent information is readily available. Existing staff and student assessment handbooks are not current, and therefore there is a risk of inconsistent understanding and practice across the school. Areas that require updating include derived grades, including verification or justification processes selection of external moderation samples, the extension application process and the requirements of NCEA attainment. As school-wide communications are updated, assessment policy information should be removed from subject course outlines so that there is one shared source of accurate information and potential ambiguity is removed.

Broaden assessment opportunities through the use of external providers St Paul's College is encouraged to consider finding additional opportunities to engage with external providers to offer standards for which it has consent to assess but is unable to staff. Although students interviewed for the review were consistent in their praise of the teaching, learning and assessment practices in place at the school, two of the students expressed a wish to undertake assessment in subjects that were not currently being offered. Providing support to students to be assessed by external providers would further ensure that the school is well placed to meet students' interest, aspirations and qualification needs.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Effective internal moderation monitoring and audit process St Paul's College can be confident in the credibility of internally assessed results due to effective internal moderation practices across all departments. Department heads take ownership and leadership of the moderation cycle, documenting processes using standardised templates for each assessed standard. Effective quality assurance is ensured by annual assessment task critique and strategic verification selection informed by external moderation feedback and teacher familiarity. Subjects with only one specialist, as well as those seeking further assurance of assessor judgments, benefit from an active and extensive network of external verifiers. The Principal's Nominee discusses evidence submitted on cover sheets with Heads of Department before results are published. Together with an analysis of external moderation feedback, this provides confidence to senior leaders that results reported to NZQA are effectively quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

St Paul's College - Auckland has effective processes and procedures for meeting the assessment needs of its students by:

- using a range of methods for collecting assessment evidence, to meet student needs
- providing opportunities for digital assessment including digital exams
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

St Paul's College - Auckland has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

St Paul'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 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 Paul's College - Auckland 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

St Paul's College - Auckland effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

St Paul'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 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

St Paul's College - Auckland has effective processes and procedures for:

- 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

St Paul'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
- 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 St Paul'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 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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *NZQA Staff Handbook 2024 Guidelines and procedures, St Paul's College – Auckland, 2024*
- *NCEA Student Handbook, St Paul's College – Auckland, 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Heads of Department for:
 - English
 - Mathematics
 - Music
 - Physical Education and Health
 - Science
 - Social Science
- three students.

There was a report-back session with the Principal, Principal's Nominee and Deputy Principal - Curriculum 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.