

Managing National Assessment Report

Baradene College of the Sacred Heart

August 2022

FINDINGS OF THIS REVIEW

Baradene College of the Sacred Heart

10 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 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

No action required

The school has no action items relating to the quality of their assessment systems.

For consideration

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

- adding information about how courses meet the requirements for an NCEA qualification to course outlines.



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18 October 2022

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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 29 November 2017 Managing National Assessment Report

The school has addressed the two action items identified in this review. The samples of student work sent to NZQA for external moderation meets the requirements introduced in 2022. Information given to teachers regarding assessment practices and processes has been expanded, creating a comprehensive document for teacher use. This ensures the validity of student's assessment submissions and the credibility of results.

External moderation processes and response to outcomes Overall, the external moderation result history for the school shows that the assessment judgements of most teachers are consistent with the standard. The school's response to external moderation outcomes is effective. Teachers view external moderation as a valuable tool, analysing reports and using the feedback to inform and improve practice.

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)

Baradene College has sound review processes, focusing on ensuring credibility of assessment and adding value to student achievement. The senior leadership team are proactive in recognising areas of concern and seeking solutions to any issues that arise. Data relating to achievement is used at all steps of the review process to identify areas requiring improvement and to evaluate the effectiveness of any changes made to ensure student needs continue to be met.

The school identified the need for more timely data analysis that could give teachers real-time information on student progress, which was not possible using their student management system. They have been trialling EdPotential as a faster, more user-friendly way to extract data from their school management system to track student achievement. Teachers are finding this easy to use, informative and valuable in identifying students needing support and those needing extension. The students are supported through mentoring and given the option of extra tutorials, if appropriate.

The school will introduce Academic Deans in 2023 to track achievement progress of students at each level in response to cohorts increasing in size and the need for robust tracking and early identification of students at risk of not achieving literacy, numeracy and/or an NCEA qualification. This initiative aims to help identify and address any gaps in learning for students due to the covid-related disruption to their learning over the last couple of years.

The Principal's Nominee has instigated dedicated email addresses for exam and assessment advice, using these to keep students informed and to answer their queries. This has helped communicate relevant information to students in a timely manner, targeting the students concerned directly and to help them not become overloaded with information.

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)

Assessment processes and procedures The Principal's Nominee has robust systems to ensure assessment procedures and processes are understood and consistently applied by all learning areas. Her leadership in this is appreciated by teachers and students, resulting in a common understanding of expectations and knowledge of why these systems are an important part of the school's processes.

Effective communication Students are well informed about NCEA and the school's assessment policy and processes, with a comprehensive student handbook available as a physical copy and online. The key messages are reinforced during year level assemblies and through email messages in a timely manner. Parents have access to this information and are able to support their child meet assessment requirements.

Review of courses Learning areas use achievement data and student voice to inform the courses and standards they offer each year.

Teachers use a variety of ways to gather evidence for assessments, responding to the changing learning environment due to COVID-19 and hybrid learning. This ensures courses remain relevant and responsive to student pathway needs.

Students feel their learning needs are being met. They spoke about their teachers knowing them as learners and caring about their progress and future aspirations.

Review of course outlines The Principal's Nominee agreed to review the structure of course outlines with learning areas and perhaps look at a common template to make them easier for students to understand and compare courses. A beneficial addition to the information contained in these course outlines would be to include if the course is an approved University Entrance subject and in the short term whether credits count towards literacy and numeracy. This would further support students with tracking their own progress towards gaining a qualification or award.

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 quality assurance processes Learning areas use a variety of marking methods, from panel marking to cross-marking a selection of scripts, to ensure all teachers are marking at the standard. Once the standard has been established, teachers assure the quality of grades awarded by verifying work at grade boundaries. Teachers record the discussions about these judgements on an *Internal Moderation Cover Sheet* and identify benchmark scripts for future reference. These cover sheets are shared with the Principal's Nominee as part of the quality assurance process.

The Principal's Nominee monitors the documentation of the internal moderation process to ensure all results reported to NZQA have been quality assured, from critiquing the task through to grade verification. She conducts spot checks annually, sighting evidence the quality assurance process has been carried out and discussing any improvements that could be made, both within learning areas and in her own processes. One change that has been discussed is how best to store evidence of this process digitally and ensure shared access to the samples of work that may be needed for external moderation purposes. Through this, teachers have had a chance to share good practice and develop a system that will work for all learning areas.

The Principal's Nominee has a similar process for monitoring and documenting the verification of results gathered for external assessments which meets NZQA's quality assurance requirements for derived grades. Teachers mark collaboratively to ensure they are meeting the requirements of the standard and to give students consistent feedback.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Baradene College of the Sacred Heart has effective processes and procedures for meeting the assessment needs of their 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
- 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.

Baradene College of the Sacred Heart 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

Baradene College of the Sacred Heart 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.

Baradene College of the Sacred Heart 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

Baradene College of the Sacred Heart 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.

Baradene College of the Sacred Heart 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

Baradene College of the Sacred Heart 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 at school assemblies and through the school newsletter.

Baradene College of the Sacred Heart 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 Baradene College of the Sacred Heart:

- 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
- *Curriculum and Student Achievement Policy, Baradene College*
- *Teacher NCEA Handbook, Baradene College 2022 (Staff Handbook)*
- *NCEA Student Handbook, Baradene College 2022 (Student Handbook).*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Director of Teaching and Learning
- Heads of Faculty for:
 - Mathematics
 - Physical Education
 - Religious Education
 - Science
 - Technology
 - Visual Arts
- three students.

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.