

# **Managing National Assessment Report**

## **St Peter's College Auckland**

**April 2019**

## What this report is about

This report summarises NZQA's review of how effectively St Peter's 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 2019* (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 last Managing National Assessment report
- *Year 10, 11, 12, 13 Subject Guides 2019*
- *Assessment Procedures for Staff, St Peter's College 2019* (Staff Handbook)
- *Assessment Procedures for Students, St Peter's College 2019* (Student Handbook)
- *School Policies: Assessing Achievement Levels of Māori Students, Assessment, Curriculum, Curriculum: Non-sexist and Non-racist.*
- *Department Schemes of work*
- *a sample of course outlines for Years 11, 12 and 13.*

The School Relationship Manager met with:

- the Principal's Nominee who is the Deputy Headmaster – Curriculum/Assessment
- Heads of Faculty for:
  - Accounting
  - Commerce
  - English
  - Humanities
  - Mathematics
  - Theology
- three students.

There was a report-back session with the Headmaster and the 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.

# SUMMARY

## St Peter's College

10 April 2019

### 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

St Peter's College focus is on excellence in student achievement. Quality teaching and assessment programmes enable students to reach their potential, underpinned by credible practice, a shared vision of high expectations and a strong culture of accountability among both students and staff. Their 'Building Outstanding Men' ethos is embedded in the school's philosophy of excellence.

The school's self-review has led to the introduction of several initiatives that support their focus on excellence of achievement. These include signposting meetings with parents, students and a member of the Senior Leadership team, the introduction of Academic Year Level Deans, and using predictive grades and academic goals to inform mentoring and monitoring of student progress towards achievement.

The school has robust moderation systems that assure credible results. Following the last Managing National Assessment Review the Principal's Nominee has reviewed both internal and external moderation systems to ensure that robust procedures are in place, including monitoring that all staff understand and follow these.

Assessment practice is understood and well managed by the staff with the principles of natural justice underpinning decision making. To support students to achieve their best results, courses offer a full programme of assessment opportunities. The school reports that the introduction of a plagiarism tool has improved the authenticity of student work.

Heads of Faculty reflect on student achievement data. This reflection process provides for accountability and informs faculty goals. All students interviewed were well informed about NCEA and felt the school supported their achievement. Data reported to NZQA is accurate, complete and timely.

Staff share understanding and ownership of NCEA processes and practice. NCEA handbooks are current, fit for purpose and accessible while the Principal's Nominee informs staff of any changes. Supported by the Headmaster and senior staff he sets high expectations, is professional and has a thorough knowledge of school practice, managing change well to improve current practice.

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# 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 1 July 2016 Managing National Assessment Report

All items from the 2016 report have been actioned. Responses to the agreed action items include:

- further embedding staff understanding of sources for valid, standard-specific evidence that could contribute towards a derived grade
- adding a follow-up check to confirm that of external moderation action plans are fully embedded in teacher practice and ensure credible results
- using external moderation outcomes to evaluate the effectiveness of internal moderation changes
- ensuring that all staff understand and follow the process and timeline for withdrawing entries where students have not had an adequate opportunity to be assessed
- ensuring a final and timely check on external examination entries in all subjects
- adding sections to the staff handbook on monitoring internal moderation and follow up of external moderation
- updating documentation to reflect current practice.

**Response to external moderation outcomes** Heads of Faculty that have an issue identified from external moderation are required to complete an action plan to address concerns. These might include requiring teachers to change verifiers of internal moderation, review the marking schedule, check exemplars and benchmarks or amend tasks. The Principal's Nominee checks that actions have been implemented by the faculty and evaluates the effectiveness of the changes made before the standard is assessed again.

### 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)*

The school ethos of 'Building Outstanding Men' underpins all review at St Peter's College. The school's self-review focus is on improving student achievement. This is reflected by the school's commitment in supporting students to enhance their future opportunities by achieving to their potential. They have implemented several initiatives since the last review aimed at ensuring the school's strategic goal that all students achieve University Entrance is met. The school is proud of their academic achievements which provide evidence of the effectiveness of their actions.

Initiatives include:

- Academic tracking of every senior student to help them to attain their qualification goals, including analysis of credits gained against those attempted
- appointing Academic Deans to assist students at risk of not gaining a qualification, including Literacy and Numeracy requirements for an NCEA qualification and University Entrance, through targeted interventions
- introducing signposting evenings for parents and students at the end of Term One or early Term Two where they meet with a senior staff member to discuss academic predictions and progress towards academic goals.

**Review of assessment practice consistency and credibility** Since taking over this role in 2016, the Principal's Nominee has strengthened the school-wide consistency of assessment practices to ensure credibility. He is now responsible for making decisions on applications for a further assessment opportunity or extensions to a deadline for late work.

The Principal's Nominee has clarified the Derived Grade process with Heads of Faculty to ensure the evidence used for derived and emergency grades is valid, verifiable and standard specific evidence. Teachers verify the grades produced in practice examinations with subject experts both within and outside the school. The importance of the two practice examinations is emphasised for students.

Other changes include:

- discussing internal moderation processes with heads of faculty to ensure teachers focus verification on grade boundary decisions.
- heads of faculty and the NCEA administrator check the accuracy and timeliness of entry and results then at the end of the year by the Principal's Nominee to ensure data integrity
- review of student and staff handbooks to update and clarify the assessment moderation practice.

The initiatives discussed illustrate the effectiveness of the school's self-review processes to set strategic goals and through professional leadership, shared ownership and reflection on student achievement outcomes manage changes to improve NCEA assessment.

### **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 2019 5.5)*

### **St Peter's College has effective processes and procedures for meeting the assessment needs of their students by:**

- using checkpoints, feedback and feedforward, to assist students to present their best evidence of achievement
- collecting evidence of student achievement in a variety of ways
- applying for special assessment conditions including increasing the use of school-based evidence to support applications
- helping students to manage their workload through publishing the assessment calendar on line

### **St Peter's College has effective processes and procedures for:**

- providing valid opportunities for resubmission and further assessment opportunities when appropriate
- managing student appeals of assessment decisions and breaches of assessment rules
- ensuring teachers report a Not Achieved grade where students have had an adequate assessment opportunity but submitted no work
- meeting the requirements of the *Privacy Act 1993* in issuing student results and using student work as exemplars
- using a range of strategies to ensure authenticity of student work, including a plagiarism tool.

**Equity in STEM to meet student needs** The school tracks the achievement data of Māori and Pacific students to promote equity of attainment. It shows their Māori and Pacific students attainment rate at sixty percent in one or more STEM subjects. This is the result of the following practices they have put in place which include:

- Mathematics being a compulsory course at Level 2
- Science being a compulsory course at Level 1
- setting clear pre-requisites for students to achieve credits in externally assessed standards in STEM subjects to gain entry into the following year to give them the best chance to succeed
- academic tracking and giving the additional help when required.

### **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 2019 6.4b)*

### **St Peter's College has effective processes and procedures for managing internal moderation by:**

- ensuring assessment materials are set to the national standard by having modified or new assessment critiqued by another teacher
- using subject specialists to verify a strategically selected sample of marked student work
- recording the completion of moderation processes on an *Internal Moderation Cover Sheet*
- the Principal's Nominee monitoring the completion of the school's moderation procedures.

### **St Peter's College has effective processes and procedures for managing external moderation by:**

- selecting samples of student work randomly to NZQA requirements
- ensuring samples of student work are provided by being adequately stored
- having a thorough response to external moderation process that is monitored and evaluated by the Principal's Nominee.

**Strategic selection used effectively to verify grade judgements.** The practice of strategic selection has the potential to reduce verifier work load without compromising the quality of the assurance process. The Principal's Nominee has talked with Faculties about reviewing the size of the sample of student work being verified by experienced assessors. These assessors have credible assessment practice which has been identified through the history of external moderation so need only verify a minimal sample size.

### **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)*

### **St Peter's College effectively uses assessment-related data to support achievement outcomes for students by:**

- holding year level signposting evenings to discuss progress with students and their parents.
- using departments comprehensive reports for the Board of Trustees and Headmaster to review and effect change.
- identifying students at entry into the College, Year 7, who need additional support to better ensure their achievement in the senior school.

### **St Peter's College reports accurate achievement data by:**

- timely and accurate reporting of results to NZQA
- ensuring students confirm the accuracy of all grades before they are sent to NZQA
- encourage students to check their results on the NZQA website as well as through the parent and student portals.
- requiring teachers and Heads of Faculty to check the accuracy of data.

**Faculty reports to the Board of Trustees and Headmaster** Faculties comprehensively analyse their achievement data including priority groups. This is reported to the Board of Trustees and Headmaster. During an annual departmental review interview with the Headmaster, results are discussed, and anomalies are highlighted as appropriate. Faculty Heads described this approach as an effective reflective mechanism and were appreciative of the honest open dialogue.

**Effective management of data** All staff interviewed acknowledged the work of the NCEA Administrator who helps ensure all achievement data is up to date, accurate and follows good practice. She reports to the Principal's Nominee where further action is required.

### **No action required**

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

## 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))*

### **St Peter's College has effective processes and procedures for:**

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedures to staff, students and parents, including running parent evenings and providing written communication.
- Heads of Faculty supporting teachers new to the school with an induction programme
- reviewing communications to ensure they are fit for purpose.

### **St Peter's College assists common understanding of assessment practice by:**

- providing staff and student handbooks with up to date and accurate key information
- informing teachers about assessment best practice and providing opportunities to discuss changes
- clarifying changes to assessment practice

**Students supported, and informed** Students described being well supported and informed. They are encouraged to use the school's comprehensive information on the school's website to self-manage their commitments and workload. The website includes details of the requirements of each course and when assessments are due.

The students had a clear understanding of what they needed to gain a qualification, and the schools assessment practices. They knew who to talk to for assistance about their courses and/or future pathways. All three students acknowledged the school goal for all students in Year 13 to gain University Entrance and aspired to achieve this goal

### **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.