

Managing National Assessment Report

Marcellin College

September 2023

FINDINGS OF THIS REVIEW

Marcellin College

19 September 2023

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
External and internal review	
Review the effectiveness of responses to external moderation outcomes to improve kaiako grade judgements.	On completion of responses taken to address the issue.
Internal moderation to ensure the reporting of credible results	
Strengthen the verification process to support valid assessment judgements.	Immediate

For consideration

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

- supporting ākonga to login to their NZQA learner login especially prior to digital external examinations.

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31 October 2023

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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 21 March 2019 Managing National Assessment Report

There were no action items identified in the previous Managing National Assessment Report.

External moderation response to outcomes and processes Marcellin College has identified the need to strengthen its response to external moderation feedback. Several subjects have long-standing variable or high numbers of teacher judgements that are not consistent with the standard. The school has developed plans to provide extra support and guidance to assessors in these subject areas. The Principal's Nominee and Heads of Faculty have reviewed their processes and now clearly document issues identified in reports and discuss them at length to develop appropriate action plans. Heads of Faculty and the Principal's Nominee monitor any changes implemented through their fortnightly meetings.

Actions taken in response to external moderation feedback include using subject expert grade verifiers from outside the school where previous actions to address identified issues have been ineffective. Support for teachers to make professional judgements at the standard could also include the use of NZQA's Learning Management System Pūtake, involvement with subject associations, and seeking clarification from external moderators. These approaches can help teachers' understanding of the standard and their ability to make decisions at grade boundaries.

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 of assessment and quality assurance is becoming an important part of the culture of Marcellin College. Kaiako and faculties now see review as an essential element of personal professional and faculty improvement. This has assured senior management that any required improvements of credible assessment and quality assurance are effectively identified and acted on. Fortnightly meetings with the Principal's Nominee enable Heads of Faculty to discuss any issues straight away and to move on resolving them as quickly as possible. These meetings are used to discuss assessment issues such as authenticity, timing of assessments, support for students and even modifications to assessment programmes. The Principal's Nominee also uses the opportunity to further support Heads of Faculty with internal and external moderation issues.

Review of ākonga NCEA guidelines and communication The Principal's Nominee has reviewed the school's assessment documentation for ākonga and whānau to make it fit for purpose and simplified to meet their needs. Ākonga voice was an essential part of the process and those spoken to were well informed and positive about the information available not only through the booklet but also supported by assemblies, kaiako and kaiārahi who all provide clear and accurate information.

Faculty termly reporting A comprehensive and effective termly review process has led to the improvement of courses and assessments. Termly reviews capture student voice, assessment data, moderation reports and previous years' data to look at strengths, trends and areas that need addressing. Each Faculty uses this report to discuss department and individual goals as well as addressing at-risk students, and the school's identified priority learners, Māori and Pacific ākonga. Heads of Faculty report their findings to the Principal's Nominee and review faculty and professional development priorities.

Heads of Faculty spoke about how they have been able to use the more regular review process to respond in a timely fashion to different situations which have affected ākonga achievement, such as industrial action and adverse weather conditions. Changes have included the moving of assessment dates, changes to courses offered as well as suggested adjustments for the following year.

Review of the tracking of ākonga at year 13 The school has recognised the importance of tracking the progress of ākonga at year 13 and in 2024 there will be a dedicated mentoring and hauora period to further support ākonga achievement at all levels.

Each senior leader is responsible for tracking one whānau class at year 13. They not only track the achievement of the ākonga but also ensure they are still on a pathway to gain University Entrance with three approved subjects and the literacy and numeracy requirements to gain the award. Ākonga are tracked on a weekly basis and for those who are at risk of not achieving the qualification interventions are put in place. Interventions to further support ākonga to achieve their academic goals include support days in the school holidays, further assessment opportunities where appropriate, and a support programme in December.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Maintaining school-wide credible assessment Consistent practice is evident in robust school assessment systems. Ākonga and kaiako interviewed were well informed about the school's assessment practices and procedures, with a clear understanding of the rules concerning authenticity, breaches of assessment rules, missed and late assessments as well as resubmission and further assessment opportunities. Ākonga spoken to agreed that the rules are applied consistently by all kaiako. The school has recently introduced forms for extension requests and appeals which ākonga felt had added to the consistency of practice and spoke of being well informed about how to use them and where to find them.

The school has effective processes to manage authenticity, including use of Google classroom checks and kaiako knowledge of their ākonga. Ākonga felt kaiako could easily gauge if ākonga work is their own through knowledge of them and their ability. Kaiako in all subject areas as well as the Principal's Nominee discuss with ākonga what authenticity looks like and how it is managed by the school, including the consequences of submitting inauthentic work.

Providing opportunities for digital assessments including exams Marcellin College continues to provide a number of opportunities to ensure their ākonga are

ready for a digital first approach to assessment. Opportunities for ākonga to be engaged in digital assessments include both external examinations and internal assessments. The use of digital assessments has enabled students to be assessed in a way that is consistent with their learning experience. This year the number of ākonga entered for digital external assessments has increased by over four hundred percent.

Teachers feel the ākonga are well prepared for the digital first approach and ākonga spoken to confidently expressed their appreciation of being able to do a number of their external assessments digitally.

Supporting ākonga to log into the NZQA Learner login The school should consider how best to ensure ākonga are logged into their Learner login. This is essential prior to the next scheduled digital assessments the ākonga will be sitting. It is also important so that they can reconcile the results reported by the school with those held by NZQA and access the other functions available.

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, TEO's assessing Achievement Standards and Candidates 2023)

Strengthen the verification process In some subject areas the verification process is not supporting valid assessment judgements. To help identify issues, the school should evaluate the effectiveness of verification partnerships alongside reviewing external moderation outcomes. Possible solutions include teachers using suitably qualified subject specialists from outside of the college as verifiers. The use of clarification documents, exemplars, verification notes, and professional learning opportunities should be also used to inform and further support teacher grade judgements.

The Principal's Nominee monitors the internal moderation process by checking the documentation against actual practice. Heads of Faculty and the Principal's Nominee review internal moderation cover sheets as well as the internal moderation process to ensure only quality assured results are reported to NZQA. The cover sheets are stored with student work in anticipation of the standard being selected for external moderation. The selection of student work for internal moderation is strategic, with the focus being on grade boundaries or where a student's work requires review.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Marcellin College has effective processes and procedures for meeting the assessment needs of its ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga 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 ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga 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 ākonga at risk of not achieving literacy and numeracy or their qualification goals

Marcellin College has effective processes and procedures for:

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

Effective internal and external moderation to assure assessment quality

Marcellin 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 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.

Marcellin College has effective processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored
- selecting sufficient samples of ākonga work to NZQA requirements

Effective management and use of assessment-related data

Marcellin College effectively uses assessment-related data to support achievement outcomes for ākonga by:

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

Marcellin 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 ākonga and 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

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

Marcellin 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 ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success.

Marcellin College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting 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 Marcellin 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, ākonga and 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 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 Candidates 2023*.

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
- *Marcellin College NCEA Assessment Kaiako Guidelines2023* (Staff Handbook)
- *Marcellin College NCEA Assessment Ākonga Guidelines2023* (Ākonga Handbook).
- 2023 NZQA information for Ākonga PowerPoint
- Year 12 Assembly PowerPoint
- Curriculum and Student Achievement Policy

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty:
 - Commerce
 - Creative Arts
 - English
 - Mathematics
 - Religious Education
 - Science
- three ākonga.

There was a report-back session with the Tumuaki, Principal's Nominee and one of the Assistant Principals 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.