

# **Managing National Assessment Report**

## **Diocesan School for Girls**

**May 2023**

# FINDINGS OF THIS REVIEW

## Diocesan School for Girls

3 May 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 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

#### Agreed actions

The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Update school documentation to ensure faculty documents align with school and NZQA requirements and include that student appeals apply to all aspects of the assessment process.	Immediate.



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9 June 2023

**NZQA**

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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 30 October 2018 Managing National Assessment Report**

Diocesan School for Girls has effectively addressed the two action items from the 2018 report. The school has strengthened senior leadership's monitoring of internal moderation to ensure that the expected level of quality assurance of assessment is happening. This is discussed in the internal review section of this report.

The 2018 report noted that teachers required clarification about the difference between student evidence selected for internal moderation and that for external moderation. Teachers interviewed have a clear understanding about this difference as demonstrated in their practice. Student material is being purposefully selected for the verification of grade boundaries. External moderation outcomes confirm that teachers' assessment decisions are consistent with the standard providing confidence in the school's internal moderation processes.

**External moderation response to outcomes and processes** The school is well placed to effectively respond to and resolve any issues that may be identified through external moderation. External moderation feedback indicates that the school has consistently very high accuracy of assessor judgements against the standard. This reflects the effectiveness of their processes for internal moderation and responding to external moderation.

The introduction of a digitally based monitoring process has strengthened the school's effectiveness in responding to outcomes. The digital process allows the Principal's Nominee to monitor that actions undertaken are meeting agreed timeframes for completion. The process is transparent so that it can be accessed by all Heads of Faculty and best practice is shared across the school. Standards are resubmitted for external moderation to evaluate the effectiveness of the response to feedback.

### 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)*

Diocesan School for Girls is highly capable of reviewing its processes to deliver credible assessment practices and to meet the needs of its students. The school's leadership can be confident that any concerns relating to assessment practices and quality assurance will be identified and addressed, leading to ongoing improvement.

**Annual review of school systems ensures ongoing quality assurance** The school's annual review of moderation and quality assurance systems is ensuring that they are followed and remain effective. Senior leadership line managers audit the faculties for which they are responsible and report back to the Principal's Nominee. The line manager then follows up any identified issues needing action. Heads of Faculty interviewed for this report value these audits, as they require them to reflect on their practice, check that they are following correct processes, and to identify future needs, such as the need for more digital storage space as more student work is digitally created. Heads of Faculty have visibility of all audits, so that best practice is shared across the school.

**Data management strengthened to improve accuracy and timeliness of reporting** Changes made to the school's data management process have been strengthened to ensure that results reported to NZQA are accurate and timely. The changes help ensure that all results entered into the Learning Management System are also entered into the separate Student Management System. The Principal's Nominee identified that, at times, teachers were not recording results in the Student Management System and delaying the reporting to NZQA. This created a discrepancy between results students see in each of the NZQA and school's portal. The Principal's Nominee can now quickly identify when this happens and follow up appropriately. The process also provides a check that all entries have a result, further improving the data accuracy.

**Shared capability for self-review** Self-review across the school is a strength of Diocesan School for Girls. Heads of Faculty interviewed for this report have used self-review to improve aspects of their moderation processes, particularly for the storage of material and the monitoring of internal moderation, to better ensure that they meet school and NZQA expectations. This has led to an increase in the use of digital tools to strengthen their processes. Some have changed to digitally storing student material, so that it is secure and easily retrieved to meet external moderation requirements. Heads of Faculty have provided training to staff to meet this expectation. Tracking and monitoring tools, such as spreadsheets and shared drives, have also been introduced in some faculties to ensure that all internal moderation process have been completed, and results recorded.

## **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 Achievement Standards, and Candidates 2023)*

**Authenticity of student work underpins credible evidence** Diocesan for Girls is effective in maintaining high standards in regard to the integrity of student work. Personal and academic honesty and integrity are core values of the school and the school's assessment practice develops these values in the students. The school's academic integrity policy and handbook provides students with a good understanding of authenticity and the processes they need to follow to ensure that they produce credible work. This is discussed often at school assemblies with Deans and reinforced through teacher classroom practices. Currently, the school is exploring how best to meet the challenges that artificial intelligence creates for maintaining and identifying authentic work. Students interviewed for this report are aware of the challenges this poses, but also stressed the importance of creating authentic work for credibility, espousing their core values.

**Update of assessment handbooks** Assessment handbooks need to align with NZQA rules for assessment and guidelines. This is to ensure assessment practice is consistent across the school and students are fully aware of their entitlements. This review found two areas requiring correction. A misinterpretation about the amount of time allowable for the resubmission of student work included in a faculty assessment handbook led to misunderstanding about how the rule is applied. This could result in an inappropriate amount of time being made available to complete a resubmission. This requires correcting in the handbook. Further guidance can be found in *The Myths, #4 Resubmissions*, on the NZQA website.

The school's information on student appeals needs updating. The process for appealing a grade is clear, well understood, and promoted to students for them to use. However, appeals can be made against any aspect of the assessment

process, such as missed and late assessments and decisions about a breach of assessment rules or conditions. These aspects need to be included in assessment handbooks, so that students are aware of their entitlements. The school has agreed to update their handbooks to ensure they align with NZQA assessment policies.

Including a periodic review of faculty handbooks in the school's annual audit could also help to ensure that information remains uniform and current.

## **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 Achievement Standards, and Candidates 2023)*

**Internal moderation the cornerstone of quality assurance processes** The school's robust internal moderation system ensures that only quality assured grades are reported to NZQA. Teachers engage in reflective practice that uses previous verification decisions, external moderation reports and grade benchmarks to help ensure that their assessment judgements remain consistent with the standard and that they maintain an accurate understanding of the requirements of the standard. Many faculties assign markers and moderators to every standard, often pairing experienced teachers with those with less experience, such as beginning teachers, to manage workload and build assessor understanding and capability. The requirements for selecting student material for grade verification and external moderation are well understood. Commentary about grade boundary decisions is recorded digitally for longitudinal analysis of changes and external grade verifiers are used when required.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Diocesan School for Girls 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
- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment.

**Diocesan School for Girls has effective processes and procedures for:**

- managing missed or late 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

### **Diocesan School for Girls 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 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.

### **Diocesan School for Girls 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**

### **Diocesan School for Girls 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 Governors an annual analysis of NCEA achievement to inform strategic goals and actions.

### **Diocesan School for Girls reports accurate achievement data by:**

- 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 / whānau about assessment**

### **Diocesan School for Girls has effective processes and procedures for:**

- 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.

### **Diocesan School for Girls 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 to gain a qualification.

## Appendix 2: Overview

### What this report is about

**This report summarises NZQA's review of how effectively Diocesan School for Girls:**

- 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 / 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
- *Board of Governors Curriculum Assessment Policies*, Diocesan School for Girls, 2022 (Teaching and Learning; Assessment; Academic Integrity)
- *Diocesan School for Girls Handbook of Practices Assessment*, Diocesan School for Girls 2023
- *Diocesan School for Girls Handbook of Practices Academic Integrity*, Diocesan School for Girls 2023
- *NZQF Student Handbook*, Diocesan School for Girls 2023

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
  - Design & Visual Communication
  - English
  - Health & Physical Education
  - Mathematics
  - Science
- Teacher in Charge of:
  - Visual Arts
- three students.

There was a report-back session with the Principal, Principal's Nominee and the Senior Leadership Team 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.