

# **Managing National Assessment Report**

## **St Cuthbert's College**

**June 2023**

## **FINDINGS OF THIS REVIEW**

### **St Cuthbert's College**

**27 June 2023**

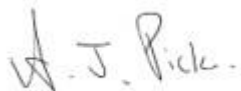
#### **Consent to assess confirmed**

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.



Amanda Picken  
Manager  
School Quality Assurance and Liaison

28 July 2023

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## 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 18 May 2018 Managing National Assessment Report** The two action items from the last MNA report have been addressed. The Principal's Nominee together with the Head of Faculty monitors the resolution of issues identified in external moderation. Internal moderation checks are monitored by the school's Quality Assurance Group which gives senior management the assurance that all standards undergo internal moderation each year. This is discussed furthered in the report.

**External moderation response to outcomes and processes** St Cuthbert's College has robust systems to address external moderation outcomes and ensure thorough monitoring of the completion and effectiveness of any resulting action plans.

Where issues have been identified by NZQA moderators in external moderation reports, the Principal's Nominee works with the Head of Faculty and the Head of Subject to develop an action plan to address the issue. The Principal's Nominee monitors the completion of each action plan to ensure the issue has been resolved effectively.

There continues to be a high level of consistency between the judgements of assessors and NZQA moderators. This provides confidence that results submitted to NZQA are credible.

**Examination Centre Audit** As a result of the 2022 Examination Centre quality assurance check, the school was found to be fully compliant.

### 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)*

St Cuthbert's College's process of self-review protects its proud history of academic excellence and ensures continued high performance in the attainment of NCEA qualifications, University Entrance and the New Zealand Scholarship awards. Over the past five years, the school's rates of achievement and excellence endorsement have outperformed those of comparable schools across all levels.

The college has review procedures that are systematic and lead to shared understanding and improvement in assessment quality. There is a culture of high expectation where student success is encouraged and celebrated. Teachers and departments see review as an essential element of personal, professional and departmental improvement. Faculties' self-reflection is based on data analysis and staff and student voice to build teacher capability and implement changes that will continue to improve assessment outcomes for all students. Heads of Faculty regularly review their assessment practices and courses of study creating a future focussed curriculum that anticipates and responds to students' changing needs. The establishment of the college Quality Assurance Group to support and monitor assessment and moderation has improved organisational ownership of assessment systems and practices across the whole staff. This provides senior leaders with

assurance that assessment practice is credible and consistent in meeting NZQA's requirements.

**Review of NCEA Level One** After a comprehensive review and extensive community consultation, the school has decided to opt out of NCEA Level 1, as the goal for the majority of college students is a higher level qualification. This enables the school to offer a broader, more holistic, teaching and learning programme and gives year 11 students an additional six weeks of teaching time. The senior leadership believes this change will promote deeper learning opportunities and anticipates an improvement to student achievement outcomes at higher levels. This change will be reviewed following implementation in 2024.

**Review of all student assessment documentation** All assessment documentation for students has been reviewed to make it more user-friendly and fit-for-purpose. The Principal's Nominee has added a qualifications page to 'myCollege,' the college student portal. Through this portal, students can access assessment forms such as, appeals and extensions. The students interviewed acknowledged the benefits of having a 'one stop shop' for qualifications information and access to forms.

## **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, TEO's assessing Achievement Standards and Candidates 2023.)*

**Pursuit of academic excellence encouraged** St Cuthbert's College supports all students to achieve their personal best in pursuit of their academic goals. Over ninety percent of college leavers follow a university pathway. To ensure students have a successful transition to university, over half of the school's assessment is derived from external assessment. Students undertake a high number of credits relative to students in other schools, with many accelerated in selected subjects enabling them to diversify their programme in Year 13. In order to meet individual students' needs for extension and enrichment, students can study at any level of the NCEA qualification for which they have the capacity and capability, creating more opportunities to pursue university level courses and a wider range of New Zealand Scholarship subjects. Available data is used to continually track and report on each student's progress and achievements.

**Authenticity of student assessment managed effectively** Academic integrity is highly valued in the school's competitive environment. The college has effective systems for monitoring the authenticity of student submissions for assessment. Students submit assessment through 'myCollege' and digital tools such as 'Turnitin' and AI checkers are used to support plagiarism checks. Staff confirmed their knowledge of the student is integral to the checking process and emphasized the importance of teacher judgement in the overall decision-making process. With rigorous checks in place, breaches of authenticity for internal assessment are rare.

**Informing students about suitable pathways** All students are interviewed regarding their goals, planned career and study pathways when they enter the senior school. Faculties also provide comprehensive information detailing careers related to their subjects, courses of study and pathways for students from years 10 - 13. Students spoke about how well they were kept informed about a range of career pathways, what subjects to take and progressions within their chosen careers.

## **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.)*

Effective quality assurance practices are well-embedded in all departments. Monitoring and documentation by Heads of Faculty ensures that all internal results reported to NZQA have been verified. Internal moderation cover sheets are reviewed by Heads of Faculty and stored with student work, which is also visible to the Principal's Nominee, who provides additional checks and support as required.

Departments ensure that the process used for grade verification is appropriate for each standard and that the verifiers are subject experts with recent, successful experience with the standard. Heads of Faculty felt they were in a fortunate position to have a number of subject experts in each area but use external verifiers where necessary.

The selection of student work for internal moderation is strategic, with a focus on grade boundaries or areas where a teacher may be uncertain about a segment of the assessment task or schedule. New staff members are supported in this process and provided with further guidance to ensure the effectiveness of internal moderation. Where discrepancies arise, all staff members agree on the importance of robust discussions and in some cases seek input from a third party.

The final stage of the department's internal moderation process is an audit by a member of the Quality Assurance Group. Staff spoken to see this as a check that procedures and processes are being followed and an opportunity to share good practice amongst the Heads of Faculties.

## **Appendix 1: Effective Practice**

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

**St Cuthbert's College has effective processes and procedures for meeting the assessment needs of its 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
- 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.

**St Cuthbert's College 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**

**St Cuthbert's 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 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 Cuthbert's College 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 Cuthbert's College 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.

**St Cuthbert's 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 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 Cuthbert's 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 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.

### **St Cuthbert's College 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 Cuthbert'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.

### 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
- *Staff NCEA Manual 2023* (Staff Handbook)
- *NCEA Student Manual 2023* (Student Handbook).
- St Cuthberts College Assessment Policy 2023.

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty:
  - Commerce
  - English
  - Languages
  - Physical Education and Health
  - Science
  - Visual Arts
- three students.

There was a report-back session with the Principal, Head of the Senior School 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.