

# Managing National Assessment Report

**Marist College**

**June 2022**

# FINDINGS OF THIS REVIEW

## Marist College

22 June 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 2020.

### Actions and considerations

#### No action required

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



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3 August 2022

**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 5 May 2016 Managing National Assessment Report** There were no action items from the previous MNA review in 2016.

**External moderation processes and response to outcomes** External moderation outcomes confirm that teachers' assessment decisions are largely consistent with the standard providing confidence in the school's internal moderation processes. The Principal's Nominee closely monitors all external moderation including developing trends and any issues raised through the individual reports. The Principal's Nominee and the Deputy Principal Curriculum discuss the issue with the Curriculum Leaders Team responsible for the subject, including what changes need to be made and a time frame. The actions are then checked for completion by the Principal's Nominee and Deputy Principal Curriculum in consultation with the Curriculum Leaders Team.

Teachers are encouraged to suggest standards for external moderation as part of their professional development, as well as appeal or seek clarification if required. These assist teachers to grow their understanding of the standard, and to inform changes to assessment tasks and grade decision where required.

Support for teachers is provided as needed and includes working with subject associations, using and discussing exemplars, best practice workshops and collaborating with other schools. All this supports teachers to improve their professional assessment expertise.

### 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 continues to be a part of the culture at Marist College. Teachers and departments see review as an essential element of self and department improvement. Classroom teachers, curriculum and senior leaders regularly review their assessment practice and the courses of study offered. This assures senior management that issues and improvements are effectively identified and acted on.

Senior leaders are encouraging the shared ownership of their assessment practices, review, and the building of capability throughout the school.

**Department Review** Teachers and departments review topics throughout the year and also conduct an end of year review. These reviews include considering student voice, assessment data, moderation reports and feedback on participation from subject associations. This comprehensive review has led to the modification of courses and assessments. Changes have been made to best meet learning and assessment needs with the aim of ensuring the best outcomes for their students.

**Outcomes for Māori and Pacific students** Review of the outcomes for Māori and Pacific students is part of the school's strategic plan for Māori and Pacific education

2020-2030. Students are involved in individual meetings discussing and identifying their strengths, interests, and future career pathways. Students receive significant guidance and support through a range of different people and avenues. This support is to assist students to achieve academic outcomes and gain qualifications at the same level as other students in the college. Achievement rates for Māori students shows that they are achieving at the same level as other students in the college for NCEA level 1,2, 3 and University Entrance.

**Review and embedding learning management system** The impact of Covid-19 resulted in a review of their learning management system and how best to utilise this for the benefit of their students. All resources are now put online for all students. This has supported students learning from home as they can continue to engage and are not disadvantaged by not being able to attend school.

**Review of assessment practices** Marist College continually reviews their assessment practices to ensure they don't pose a risk to credibility of the NCEA qualification. Due to Covid-19, the Principal's Nominee and Deputy Principal Curriculum reviewed their extensions of assessment and missed and late assessment processes as well as the management of the withdrawal of standards from courses. The school wanted to be assured that there was consistency of practice and that students were not put at risk of not being able to achieve their academic goals by the withdrawing of standards through teachers not having a global view across all subjects.

## **Credible assessment practice to meet student / ākongā 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)*

**Achievement rates for all students** Marist College has a high achievement rate at all NCEA levels as well as University Entrance. They focus on the individual learning needs of students which includes alternative pathways and courses. They place a high priority on pastoral care and the support of their students. Review within their departments enables teachers to best meet the learning needs of their students by modifying their courses of study accordingly. Individualised learning plans are developed as required. In all cases there is consistency of practice to ensure credible assessment across the school and this is carefully monitored by the Principal's Nominee and the Deputy Principal Curriculum.

**Support and guidance for all senior students** All senior students receive comprehensive guidance and mentoring with regards to career pathways, subject choices and the tracking of achievement. Support is provided by their Year level Dean, the Academic mentor, and the careers advisor. Students are on individual learning plans and those identified to be at risk of not achieving their academic goal are well supported. Students who require Special Assessment Conditions are identified, and all staff are aware of the learning needs of these students to ensure they receive the support they are entitled to.

**STEM subjects for all students** STEM teachers have put measures in place to encourage participation in these subjects. Examples of this are:

- Science – increasing the number of practical's at the junior level to inspire and excite students to want to continue in the subject

- Mathematics – offering a variety of different assessments across different classes appropriate to the learning needs of students. Success has inspired students to continue in mathematics
- Technology – offering a variety of standards where students self-select to meet their individual interests and strengths.

Due to these initiatives the number of students participating in STEM subjects has increased. All year 12 students are now choosing to do one of the mathematics courses. The school feels this is effectively opening many more career options for their students.

## **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 internal moderation processes assure credible reporting of results**

Marist College's internal moderation process is an embedded part of the normal quality assurance practice in departments.

Monitoring of the internal moderation process is consistent across all curriculum areas and is documented using the school's internal moderation sheet. The monitoring process, first by the Curriculum Leaders team and then by the Principal's Nominee, ensures all results reported to NZQA are verified and correct. The Principal's Nominee checks each step of the process to ensure effective quality assurance. Checks include the critiquing of the task, strategic selection of student work for grade verification, monitoring the verification process, and storage of student work. Curriculum areas are required to report on the outcomes of internal and external moderation in their annual report to the Principal.

Staff use a variety of methods to verify grades awarded to samples of student work. Verification is undertaken by a subject expert within the school, obtaining contacts through subject associations, or colleagues at other schools. The school sees this as valuable professional learning as well as a support for teachers and to help grow their expertise in assessor judgements.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students / ākongā

**Marist College has effective processes and procedures for meeting the assessment needs of their students / ākongā by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer or extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā 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 targeted support for students / ākongā at risk of not achieving literacy and numeracy or their qualification goals

**Marist College has effective processes and procedures for:**

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

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

**Marist 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 / ākonga 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.

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

- ensuring samples of student / ākonga work are available for submission by being adequately stored
- selecting sufficient samples of student / ākonga 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**

**Marist College effectively uses assessment-related data to support achievement outcomes for students / ākonga by:**

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

**Marist 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 / ākonga and teacher / 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

**Effective communication to inform staff, and students / ākonga and their families / whānau about assessment****Marist 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 / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākonga success, [such as the holding of parent gatherings].

**Marist College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- informing students/ ākonga about suitable learning pathways
- supporting students / 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 Marist 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 / ākonga 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 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
- *Marist Teachers Assessment Handbook 2022*
- *Marist Students Handbook 2022*
- Data for Māori and Pacific Students
- BOT Curriculum/ Assessment Policy

The School Relationship Manager met with:

- Principal's Nominee
- Curriculum Leaders Team for:
  - Art
  - Business Studies
  - English
  - Mathematics
  - Physical Education and Health
  - Social Sciences
- three students / ākonga.

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.