

Managing National Assessment Report

Bethlehem College

August 2023

FINDINGS OF THIS REVIEW

Bethlehem College

31 August 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 2018.

Actions and considerations

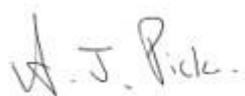
For consideration

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

- centralise the record of quality assurance processes undertaken by all relevant learning areas for the production of derived grades.

No action required

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



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School Quality Assurance and Liaison

15 November 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 Item from 25 October 2018 Managing National Assessment Report The Principal's Nominee ensures that all current assessment information is communicated to staff in a number of ways, for example the EmailLink is circulated when it is received and there is a comprehensive staff handbook. Staff can then be confident that their assessment practice is in line with the requirements of NZQA.

External moderation response to outcomes and processes Bethlehem College has an established, robust process in place for addressing issues that arise from external moderation. The Principal's Nominee monitors the reports and any subsequent action plans developed as a result. All steps in the process are documented and external moderation results and action plans are evaluated as part of the Learning Area Review. Support mechanisms for assessors include subject associations and learning area peer support. These robust processes mean senior leaders can be confident that teachers are reporting credible grades to NZQA for students.

Exam Centre Quality Assurance Check The 2022 Quality Assurance check of the school's examination centre, identified that there were two issues that needed to be addressed immediately. Other improvements also need to be made. The school has taken action to address these issues.

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)

Bethlehem College's student-centred cycle of self-review is based on its philosophy- "That every child is unique and created in the image of God with gifts and talents that, when developed and used, enable them to flourish." All teachers review and reflect on their assessment practice which includes gathering student voice, analysing achievement data and knowing their students to ensure each student's goals and aspirations are well-supported. Achievement data indicates that the school is meeting the needs of all its students with above national achievement rates at all levels. Māori and Pacific student levels are consistently higher and in most cases at the same level as other students at the school.

Learning Area Reviews These reviews are an effective mechanism for internal review informing school wide programme planning and a responsive curriculum. Heads of Department work with teachers to create a Learning Area Review (LAR) which reports on annual highlights, challenges, the needs of diverse learners, an analysis of results and an evaluation of how effectively the Learning Area met its annual goals. The report is submitted to senior leaders and the Board of Trustees prior to the LAR meeting where they meet with Heads of Department and Teachers in Charge who present and discuss it. Relevant goals and measures are established and documented from these meetings.

NCEA Change Through the Learning Area Reviews and subsequent discussion with all stakeholders, the school has decided it will not offer Level 1 in 2024. The school's focus will be on literacy and numeracy and teaching and learning to prepare students for level 2. Individual learning areas will be able to assess the new standards if they choose to as part of their course. The school is preparing for the future by entering students for the numeracy co-requisite and some external examinations.

Credible assessment practice to meet student/ 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)

Students access up-to-date assessment information Students use a variety of tools to track their progress and a range of sources to find information about the qualification including, the online school assessment handbook, the Student Management System portal, the NZQA website, tutor teachers and year level deans. Students interviewed during the visit consistently used the language of assessment when asked questions about the qualification. The percentage of students logging into NZQA is currently at 80 percent. Students are confident that the information is accurate and that it allows them to make appropriate informed decisions when they are planning and goal setting to achieve their goals and the qualification.

Practice exams provide credible derived grades Practice exam grades are quality assured by all learning areas using a variety of appropriate methods. This includes critiquing of the paper, check marking, pre-marking meetings and discussions and the use of exemplars. Departments keep records of the processes they use to moderate exam grades A centralised file for recording these processes will enhance its accessibility for external quality assurance checks. The school's current practice ensures that the school's quality assured grades can be confidently applied if required for the award of a derived grade.

Special assessment conditions Students receive the support they are entitled to through a rigorous identification system. The Learning Support department works closely with staff to ensure all students can access the support they are entitled to. They use student notes, achievement data and indicators available through the Student Management System to identify student's potential needs. In addition, teachers are encouraged to make recommendations through the expectation they need to better understand their students' assessment needs.

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)

Sound internal moderation practice Improvement in external moderation results indicate that internal moderation practice is sound, and teachers have taken ownership of it. Teachers view internal moderation as professional learning and actively seek feedback about their assessment practice.

Heads of Department monitor all steps in the moderation process which includes critiquing of tasks before use, selecting work for verification and documenting the process using a coversheet. Teachers report using both internal and external verifiers and discussing moderated grades with those verifiers. Teachers in charge and Heads of Department select standards for external moderation to ensure they are assessing to the level required for the qualification.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Bethlehem 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
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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.

Bethlehem 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

Bethlehem 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.

Bethlehem 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

Bethlehem 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.

Bethlehem 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**Bethlehem 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.

Bethlehem 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 Bethlehem 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
- a range of policy documents and other assessment-related documentation
- NCEA Assessment Handbook, Bethlehem College 2023 (Student handbook)
- Secondary Staff Handbook, Bethlehem College 2023 (Staff Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Head of Secondary
- Heads of Department for:
 - English
 - Languages
 - Music
 - Science
- Teachers in Charge of:
 - Chemistry
 - History
- three students.

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