

Managing National Assessment Report

St Paul's Collegiate School

June 2021

What this report is about

This report summarises NZQA's review of how effectively St Paul's Collegiate School:

- 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2021* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider that 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 four 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
- *Summary of Assessment Policy as laid down in the School's Quality Management Systems Document:*
 - *Staff Copy 2021*
 - *Student Copy 2021*
- *Curriculum and Student Achievement Policy*
- *Assessment Policy Learning Enhancement Policy 2021*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Leaders of Curriculum for:
 - Arts
 - Mathematics
 - Physical Education
 - Science
 - Social Sciences
 - Technology
- three students.

There was a report-back session with the Principal, Deputy Principal - Curriculum 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.

SUMMARY

St Paul's Collegiate School

17 June 2021

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2020 due to COVID-19.

What the school is doing well

St Paul's Collegiate sets high expectations for student achievement and of meeting individual student needs. Results for all levels are above decile and national statistics and reflect the breadth of support students receive to achieve NCEA qualifications. Teachers demonstrated a shared commitment to supporting all students to achieve their academic and pathway goals.

A feature of the school's assessment practice and course design is the impact of the whole-school review culture, which is focussed on continuous improvement and using the flexibility of the NCEA assessment model to best meet student needs. Teachers are encouraged to continually reflect on their assessment practice and programmes and any consequent changes in assessment place the student at the centre of teachers' and the school's decision making.

Data analysis and student voice underpins teacher's reflection on assessment practices, and course development and structure. Leaders of Curriculum report an analysis of student achievement to Senior Management and the Board of Trustees regularly against Learning Area and school strategic goals. The value the Board of Trustees and Leaders of Curriculum place on this process further emphasises the school wide commitment to self-review and continuous improvement informed by data analysis.

The school's expansion of courses offered to include Construction and Agribusiness reflects the identification, through student voice, that an increasing number are interested in pursuing a Vocational Pathway.

The introduction of Academic Mentoring in 2020 aims to complement the school's Hauora and Wellbeing strategies and provide holistic support to best meet student's needs.

Over the past four years the school has had a schoolwide commitment to meeting Te Tiriti o Waitangi. Teachers demonstrate valuing Māori students' identity, language and culture so that they are able to achieve success as Māori. Teachers know who in their class is Māori and incorporate culturally inclusive practices and context choices to meet these student's assessment needs.

Robust moderation processes give senior leadership confidence in the reporting of credible results. Internal moderation is embedded practice, with the Leaders of Curriculum responsible for monitoring its completion in their area. Leaders of Curriculum also follow up external moderation feedback with the development of actions in response to any issues identified. The Principal's Nominee reviews the completion and documentation of these two processes including monitoring the effectiveness of actions to address identified external moderation issues.

The school is well positioned to respond to the 'digital first' focus of external assessment with the implementation of the Review of the Achievement Standards in 2023. Leaders of Curriculum identified the widespread use and variety of digital tools used by teachers and students. The school has trialled NCEA digital external exams and is now preparing to scale up their engagement based on review of their trial and student feedback.

Assessment-related data management is effective. Datafiles are submitted to NZQA in a timely manner with any identified issues corrected. A student "sign-off process" confirms the accuracy of their external entries and internal grades reported. This is good practice.

The Principal's Nominee and Deputy Principal – Curriculum effectively lead the school's assessment for qualifications with confidence. Senior Management can be confident credible assessment occurs through their leadership.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

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2 August 2021

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 13 September 2016 Managing National Assessment Report

The number of internal entries without a result reported has reduced. The Principal's Nominee plans to review NZQA statistical data to further assist with reducing the number of results not reported by identifying individual subjects where this occurs so they can target support in these areas.

Response to external moderation outcomes Leaders of Curriculum are responsible for developing plans to address any issues identified through external moderation. They discuss planned actions with the Principal's Nominee who monitors that the action will address the issue.

The Principal's Nominee monitors external moderation outcomes to identify trends in subjects with poor agreement rates to ensure prompt action and appropriate support to further develop teacher's understanding of the standard and grade boundaries. Monitoring that identified issues are resolved by requesting the standard be moderated in the next year forms part of this process.

Curriculum Leaders value the external moderation process. They request standards they want more feedback on or where they want to confirm actions taken have addressed an issue. Their annual report to the Board of Trustees also includes a report on external moderation outcomes and actions.

Internal review

Evidence for 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 is an embedded practice at St Paul's Collegiate, integral to teacher, curriculum area, and Senior Management practice. They constantly reflect on assessment programmes and focus on how best to meet student needs and qualification goals. Teachers interviewed demonstrated a shared ownership of credible assessment practice and meeting the needs of individual students.

Senior Management and Leaders of Curriculum encourage formal and informal review by learning areas and individual teachers. Teachers record their own self review digitally using an online tool with the option to share it with selected staff. This has led to the sharing of effective and successful strategies for certain students. An unplanned outcome has been the breaking down of some subject area "silos" leading to teachers now exploring cross-curriculum assessment.

Senior Management's focus on equity and the school meeting its obligations of Te Tiriti o Waitangi has resulted in school-wide goals in Tikanga, To Ao Māori and Te Reo Māori. Teachers demonstrate a shared commitment to valuing and incorporating Māori language, culture and identity into assessment programmes and curriculum.

Leaders of Curriculum gave examples of Māori contexts they are using in Earth and Space Science, Technology and Commerce and providing choice of context for students to use for assessment.

The school is proactive in supporting Māori to achieve success as Māori, celebrating student success at a Māori Graduation ceremony. High expectations are articulated to Māori students who are encouraged to aim to gain University Entrance and NCEA Level 3 or a Vocational Pathway of their choice. Māori students are identified by a photo board for all staff to know who in their class is Māori and are tracked and mentored to achieve their academic and pathway goals.

Student voice is an important aspect in providing feedback to teachers and Senior Management. It is used to ensure students' assessment and qualification needs remain the focus when decisions are made on changes to assessment programmes.

Self-review has resulted in the following developments.

- The introduction of Academic Mentoring in 2020 in response to the Deputy Headmaster Curriculum identifying the need to complement the school's wellbeing and hauora strategy with academic support through mentoring. The mentoring programme focuses on goal setting, credit progress, managing pressure points, careers advice and identification of those at risk. Student voice is gathered each term to inform the ongoing development of this initiative, its impact and next steps.
- The development of a school-based Construction Course, the introduction of Agri-business and provision of opportunities for students to attend Trades Academies, to reflect increased student interest in vocational pathways.
- Māori and Pacific students, and those with special learning needs being formally tracked by the Deputy Headmaster to ensure their individual learning needs are being met. Those at risk of not achieving their academic goals are identified so that appropriate support can be put in place.
- All senior students have career interviews to help them align their course of study with their planned career pathway.

The Principal's Nominee works closely with the Deputy Headmaster – Curriculum to effectively lead assessment for qualifications. Their partnership ensures a shared knowledge and understanding of NCEA-related processes and ongoing oversight of the Principal's Nominee's role.

Strong leadership by Senior Managers and Leaders of Curriculum facilitates a shared school wide understanding and ownership of assessment for qualifications. The school's well-developed processes of evaluation of school effectiveness enables continuous improvement and contributes to the school's consistently high levels of student achievement and effectively meeting student needs.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for 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)

St Paul's Collegiate School has effective processes and procedures for meeting the assessment needs of their students by:

- providing ongoing feedback and feedforward to help students present their best evidence using Google Classroom
- collecting school-based evidence to support applications for special assessment conditions and ensuring students have their approved entitlement for internal assessments
- adjusting assessment tasks, contexts, and presentation formats in response to student voice.

St Paul's Collegiate School has effective processes and procedures for:

- consistent school-wide practice for further assessment opportunities, resubmission and missed and late assessment
- reporting Not Achieved for breaches of authenticity
- monitoring the authenticity of student work submitted
- collecting valid, authentic standard-specific evidence to support derived grade applications
- meeting the requirements of the *Privacy Act 1993*.

Course design and differentiated assessment practice meets student needs

Ongoing review of course design by Learning Areas and teachers, supported by student voice results in changes to existing assessment programmes and the development of new courses to best meet student abilities, interests and pathway aspirations.

Teachers differentiating and individualising assessment opportunities enables students to undertake a course that meets their needs. Assessing students when ready through flexible timeframes, offering choice of standards, contexts and evidence presentation methods, and the option to complete digital external examinations support student achievement and students to present their best evidence.

Focus on Māori engagement and success in Science, Technology, Engineering and Mathematics (STEM) subjects

Māori student participation and achievement in STEM subjects is lower than that for students of other ethnicities. Senior Management has identified that these students are working predominantly within the Arts and Commerce curriculum areas. Student voice and review has identified some reasons for students studying these subjects. Senior Management plan to use this information to explore how they can further increase Māori students' engagement in STEM subjects. Checking that there are no unnecessary barriers preventing Māori students from entering or continuing to study STEM subjects is also planned.

Range of digital tools used to gather evidence To date the school has trialled digital external examinations with a small cohort of students and are now looking to scale-up their involvement. Year 9 and 10 examinations are being conducted digitally in 2021. The aim is to test the school's ability to manage large scale digital exams to best position the school to respond to 'digital first' examinations in 2023.

Teachers use a wide range of software and digital tools to gather evidence of student achievement.

Verification and justification process for derived grades requires clarification

The quality assurance requirements for grade verification or justification should be clarified with teachers to manage teacher assessment workload. One Leader of Curriculum described single subject teachers going outside the school to verify grades for practice examinations. This may be unnecessary as the justification method can be used to assist with the management of teacher workload for sole teachers.

For consideration

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

- clarify the verification and justification methods for quality assuring grades that could be used for derived and unexpected event grades.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

St Paul's Collegiate School has effective processes and procedures for managing internal moderation by:

- using subject-specialists from within and outside of the school to verify assessor judgements
- Leaders of Curriculum ensuring internal moderation is completed and documented for all standards assessed in their faculty prior to reporting results to NZQA
- ensuring assessment carried out at the school's offsite *Tihoi Venture School* is subject to the school's internal moderation process
- the Principal's Nominee meeting with Leaders of Curriculum to confirm their monitoring of internal moderation and discuss moderation practice within their curriculum area.

St Paul's Collegiate School has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored
- teachers reflecting and acting on external moderation feedback to inform changes to assessments and assessment decisions.

Clarification of what forms a sufficient sample for grade verification

recommended Teachers' understanding of what constitutes a sufficient sample of student work for verification requires clarification. While all teachers described purposefully selecting a sample of student work for verification, one teacher described selecting only eight grade boundary samples. Another described selecting eight samples after a panel marking process involving checking grade boundary samples to document the verification process. This potentially results in more work being sampled than needed and can impact on teacher workload.

Teachers should verify a sufficient sample of marked student work to be confident that assessment decisions are consistent with the standard. There is no fixed number of pieces of student work that must be verified. The sample size should be determined by factors such as assessor experience, feedback from external moderation, and the number of students assessed.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- clarifying sufficiency when selecting student work for verification.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

St Paul's Collegiate School effectively uses assessment-related data to support achievement outcomes for students by:

- using achievement data to monitor and track student progress, and to identify students at risk of not achieving to enable prompt support
- identifying students in Years 9 and 10 who require literacy development to enable them to access NCEA Level 1 when in Year 11
- evaluating the effectiveness of assessment programmes to ensure they meet student needs and allow them to meet their achievement goals
- annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement, including an evaluation the impact of initiatives and changes made to assessment programmes on student achievement and engagement
- analysing Māori student achievement to identify those subjects they are engaged and successful in.

St Paul's Collegiate School reports accurate achievement data by:

- using the NZQA key indicators to identify and resolve data errors
- ensuring that datafiles are submitted to NZQA in a timely manner
- reporting results against the correct provider codes of external providers and ensuring the school holds a current memoranda of understanding
- supporting and encouraging students to monitor their progress using the student management system student portal and the NZQA learner login
- using a “sign-off process” with students to confirm the accuracy of internally assessed grades reported and external examination entries.

Check that the credits of transferring students are included in courses A large number of credits for transferring students are reported as *'credits from other school'* which could potentially result in some students missing out on course endorsement. To address this, the school agrees to check the credits a transferring student has earned at their previous school are reported to NZQA in their new subject, where appropriate.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- checking the credits a transferring student brings to the school are assigned to their course of study where appropriate.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

St Paul's Collegiate School has effective processes and procedures for:

- communicating assessment policy and procedures for staff, students, and their families through written, oral, and digital modes
- ensuring all course outlines contain consistent information
- managing student workloads through publication of a yearly assessment plan for each curriculum level
- regularly reporting on students' progress towards qualifications, including providing online access through the student and parent portal
- supporting teachers new to the school to understand the school's assessment policy and procedures.

St Paul's Collegiate School assists common understanding of assessment practice by:

- discussing assessment processes in Leaders of Curriculum and faculty meetings to reinforce teacher understanding
- providing opportunities for teachers to share assessment best practice and discuss changes notified by NZQA in circulars, EmailLink and SAC Updates
- using assemblies and the academic mentoring programme to support student understanding of assessment processes and what they need to achieve in order to gain a qualification
- providing NCEA information on the school's intranet and website to allow greater access to students and parent.

Refinements to staff and student information recommended Student assessment information is the same as that provided to staff and therefore contains detail beyond that required of students. The school should consider reviewing the student information to ensure it is audience appropriate.

Teachers and students interviewed had a consistent understanding of assessment policies and procedures. The school agreed that when the staff information is next updated the details of the quality assurance processes for justification and verification of grades for assessments that can be used for derived and unexpected event grades would be included.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- reviewing NCEA information provided to students
- update the staff handbook as detailed in this report.