

Managing National Assessment Report

St John's College (Hamilton)

September 2022

FINDINGS OF THIS REVIEW

St John's College (Hamilton)

8 September 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 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 and considerations

Agreed actions

The school agreed that following action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student / ākongā needs	
Ensure the quality assurance process for derived grades is documented.	By 1 December 2022

For consideration

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

- include, as part of the faculty audits, that external moderation feedback has been referred to for any standards where issues have previously been reported
- clarify with new Heads of Faculty expectations for monitoring internal moderation to ensure consistency across all faculties.



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28 October 2022

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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 12 April 2022 Managing National Assessment Report The two agreed actions from the 2017 review have been addressed. Most Heads of Faculty described reviewing the internal moderation process when developing actions in response to external moderation feedback, including a check on the grade verification process to confirm grade boundary samples were selected. As a next step, it is recommended that the Principal's Nominee clarify for new Heads of Faculty expectations when monitoring internal moderation, so that this process is consistent across all faculties.

External moderation processes and response to outcomes Heads of Faculty are responsible for developing actions in response to external moderation to resolve issues in assessment decisions and / or assessment task design. These are shared with the Principal's Nominee who monitors their completion and effectiveness in addressing the issue. Action plans sighted at the review were reflective and included actions that incorporated the moderator's advice.

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)

School-wide professional leadership, and interconnected robust self-review based on data analysis and teacher and student voice, illustrate the school's sustainable and highly effective assessment processes.

St John's College (Hamilton) sets high expectations for achievement and aims to support all students to meet their planned qualification and pathway goals in preparation for life beyond school. The school has responded to student voice and changing learning needs by increasing vocational assessment programmes and opportunities. The development of a Job Creation programme to support identified students to develop life, employment and work skills over two years to enable them to leave with NCEA Level 2, also reflects this response.

Faculty reports sighted at the review demonstrate the school-wide commitment to continuous improvement informed by rigorous data analysis and reflective evaluation. Embedded, systematic and continuous review, with shared responsibility across all levels of the school, facilitates ongoing improvement in the delivery of quality assessment.

Multi-pronged data analysis underpins school-wide reflection on student achievement, and course development. Teachers' NCEA class evaluations inform change at faculty level. Heads of Faculty create an NCEA Review that includes a *Raising Achievement Plan* for the Board of Trustees, in addition to reviewing the previous year's plan. Introduced in 2021 the *Raising Achievement Plan* has resulted in more reflective teacher practice as this forms part of teachers' professional growth cycle and is the basis for faculty discussions on raising levels of student achievement

and sharing of good practice. The Board of Trustees use the Faculty NCEA Review to review strategic plan goals and to shape planning for the next annual plan.

Distributed leadership of the management of assessment processes to Heads of Faculty is a feature of the school's management of assessment and used to build capacity and sustainability. Heads of Faculty interviewed demonstrated a shared understanding of the school's assessment systems and expectations to ensure credible and consistent assessment practice. Effective formal and informal discussion at Heads of Faculty meetings supports their confidence in leading assessment and to ensure credible results are reported.

The Principal's Nominee described Covid-19 as providing a springboard for change that has resulted in shifting teachers' assessment practice and evidence gathering expectations. The school is now looking to redesign and co-construct courses with students alongside the recent assessment practice changes and the NCEA Change Programme.

Credible assessment practice to meet student 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)

Derived grade quality assurance process needs to be documented St John's College's derived grade procedures ensure authentic evidence is collected and grades submitted have been subject to a quality assurance process. The next step is to ensure the quality assurance process is documented to confirm that derived grades submitted meet NZQA expectations.

Engagement in NZQA digital examinations supports future assessment readiness The school is engaging in digital examinations to position itself for the "digital first" focus of external assessment with the implementation of the NCEA changes. This reflects its desire to future-proof student assessment needs and confirm the readiness of the school's digital infrastructure.

Māori and Pacific student achievement well supported Māori and Pacific students' language, culture and identity are explicitly valued and contribute to their levels of achievement above those of similar decile and national statistics at Levels 1 and 2. Separate Pacific and Māori whānau groups provide mentoring and cultural opportunities to support their engagement in learning and achievement. The school is a signatory to the *The Waikato-Tainui Kawenata Educational Initiative* enabling the school and students to access Māori industries and mentoring to support students to consider and pursue meaningful pathways.

The school's analysis of leaver data for Māori identifies that many of these students leave after Year 12 with NCEA Level 2, to take up apprenticeships, other tertiary study or employment. Recognising the difference for Māori gaining NCEA Level 3 and University Entrance compared to its other students, the school is working to support Māori students choosing a university pathway through mentoring to enable the full range of future opportunities.

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)

Effective internal moderation processes Internal moderation is embedded practice, with the Heads of Faculty responsible for monitoring its completion. Each term, the Principal's Nominee visits faculties and checks a sample of internal moderation evidence to monitor completion, the verification process and storage of student work.

Checking that previous external moderation feedback has been used to inform the marking process would strengthen the faculty audits, particularly for any standards where Not Yet Consistent or Not Consistent has been previously reported.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

St John's College (Hamilton) 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
- 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 targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

St John's College (Hamilton) 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 John's College (Hamilton) 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 John's College (Hamilton) 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.

Effective management and use of assessment-related data

St John's College (Hamilton) 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 John's College (Hamilton) 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
- 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 and their families about assessment

St John's College (Hamilton) 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, such as the holding of parent gatherings.

St John's College (Hamilton) 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 John's College (Hamilton):

- 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 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
- *St John's College Assessment Handbook 2022*
- Student Information (on website)

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - Careers/Gateway
 - Languages
 - Mathematics
 - Physical Education/Health
 - Social Sciences
 - Technology
- three students.

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