

Managing National Assessment Report

Sacred Heart Girls' College (Hamilton)

July 2022

FINDINGS OF THIS REVIEW

Sacred Heart Girls' College (Hamilton)

28 July 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 2020.

Actions and considerations

Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Strengthen responses to external moderation by ensuring actions are documented with timeframes for completion.	Immediate
Credible assessment practice to meet student / ākonga needs	
A quality assurance process is applied to the school's 2022 practice exams and evidenced.	Immediate



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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 11 May 2017 Managing National Assessment Report The agreed actions have been resolved. The number of credits offered within courses has been reviewed and totals reduced where appropriate to manage student workload. The school's assessment documentation was updated following the review.

External moderation processes and response to outcomes The school's response to external moderation requires strengthening by ensuring the actions developed by Leaders of Learning with their teachers / kaiako in response to moderator feedback are documented, including timeframes for completion.

An effective response to external moderation feedback will further develop teachers' / kaiako understanding of the standard and grade boundaries, supporting assessment decisions consistent with the standard. Good practice of seeking clarification and / or appealing reports to support understanding of the standard is encouraged by the school.

The Principal's Nominee is proactive in monitoring external moderation outcomes to identify trends in subjects where assessment decisions are not consistent with the standard over several years. This has led to a review of these subject's internal moderation processes including the verifier and verification process. In 2022 the Principal's Nominee, who is new to the role, has introduced an additional process, whereby they are monitoring the documenting of external moderation action plans and their effectiveness in addressing any issues identified. This will ensure the on-going credibility of reported results.

Curriculum Leaders value external moderation feedback in supporting their understanding of grade boundaries. As a next step the school should consider suggesting these standards for external moderation in a future year to evaluate the effectiveness of the actions.

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)

The special Catholic character of Sacred Heart Girls' College (Hamilton) supports students / ākongā to achieve in an inclusive and supportive culture that acknowledges the school's diversity. Student / ākongā wellbeing is monitored and is placed at the centre of teachers' / kaiako and the school's assessment decision making.

Effective assessment practice meets student / ākongā needs To support effective assessment practice the new Principal's Nominee is leading improvements and building teacher / kaiako understanding and capability. She has implemented regular meetings with Leaders of Learning for professional learning and to review the

school's current assessment processes to check they are fit for purpose. The meetings have resulted in modifications to some processes, an increased use of technology to manage assessment communication and clearer lines of communication to Learning Area teachers.

The school's effective response to the disruptions of COVID and adaptability to a hybrid learning environment is the result of on-going review and strong assessment leadership at senior and middle management levels. Leaders of Learning interviewed described flexibility in the granting of extensions, taking into consideration individual student / ākonga circumstances. A greater focus on assessing when ready and a broader range of evidence gathering opportunities and methods across learning areas are increasing features of assessment practice.

Leaders of Learning are confident in their role. Their understanding, confidence, and ownership of leading assessment practice to meet students' / ākonga needs, internal moderation monitoring and external moderation follow-up is supported by clear assessment expectations and documented procedures.

Ensuring readiness for the NCEA Change Programme The school is well positioned to respond to the 'digital first' focus of external assessment with the implementation of the NCEA Change Programme in 2024. The involvement of Leaders of Learning in the Principal's Nominee's current review of assessment processes will assist with meeting these changes and has the potential to support the Principal's Nominee to administer them.

The school's current engagement in Achievement Standard Pilots, Te Reo Matatini me te Pāngarau/ Literacy and Numeracy, and over the past three years with digital exams, aims to ensure readiness for the assessment changes ahead. The school is using their experience to inform ongoing digital assessment practice and evaluate the school's digital infrastructure capability.

Student / ākonga are supported to achieve their academic and pathway goals Sacred Heart Girls' College sets high expectations for student / ākonga achievement with a shared commitment to supporting all students / ākonga to achieve their academic and pathway goals. In response to the increased interest in vocational pathways, this year the school has developed a Pathways Learning Area to ensure student / ākonga are provided with the opportunity to follow their vocational interests.

The school is justifiably proud of its high levels of achievement in NCEA certificate and course endorsement and University Entrance. Māori student achievement is above the national average and its decile for Levels 1, 2 and 3, and University Entrance.

The pastoral structure of Communion, Contemplation and Mission is used to support Māori and Pacific students by providing them with a place that values their culture and enables puāwai. The close monitoring of each student's / ākonga progress identifies those at risk and enables ongoing contact and engagement with whānau to support and celebrate student / ākonga achievement. The ongoing review of the Communion, Contemplation and Mission structure ensures that it evolves and continues to meet its purpose and the needs of students / ākonga.

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)

Justification process required for evidence that could be used for a derived grade A quality assurance process for the justification of grades is required for assessment evidence in single teacher subjects where it may be used for a derived grade. The justification process can be used for subjects with only one teacher / kaiako in the school where a suitably qualified “second pair of eyes” is not available to verify grades. Grades can be justified where evidence exists that the teacher’s judgements are consistent with the standard.

All Leaders of Learning described using appropriate material for assessment to generate evidence for a derived grade. Where more than one teacher taught a subject, a panel marking process (grade verification) was used to confirm assessment decisions consistent with the standard.

Assessment opportunities meet student needs Ongoing review of course design, supported by student / ākongā voice, results in changes to existing assessment programmes and the development of new courses to best meet student abilities, interests and pathway aspirations.

Teachers meet the needs of students by differentiating their assessment practice including assessing students when ready, designing assessment activities with authentic and relevant contexts, and providing students with a choice of standards, and presentation methods. Consistent with its digital teaching and learning environment, the school offers digital external examination opportunities, where available.

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 give senior leadership confidence in the reporting of credible results Internal moderation is embedded practice. Expectations of quality assurance are well understood by Leaders of Learning who monitor the documentation and completion of the process, including the use of subject specialists to verify grades awarded on a strategically selected sample of student work at the grade boundary.

With the increase in digital evidence submission, Learning Areas are storing student work, assessment tasks and schedules, and moderation coversheets digitally. The recent shift to the digital documenting of internal moderation records provides the Principal’s Nominee with visibility for her annual monitoring of internal moderation supported by visits to Learning Areas.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākonga

Sacred Heart Girls' College (Hamilton) has effective processes and procedures for meeting the assessment needs of their students / ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākonga 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 / ākonga can present their best standard-specific evidence of achievement
- assessing students / ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākonga needs
- ensuring teachers / kaiako are aware of individual students / ākonga with special assessment conditions entitlements, and resourcing their support
- providing expanding 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 / ākonga at risk of not achieving literacy and numeracy or their qualification goals.

Sacred Heart Girls' College (Hamilton) has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākonga work using a range of strategies
- safeguarding student / ākonga privacy in the issuing of student / ākonga results.

Effective internal and external moderation to assure assessment quality

Sacred Heart Girls' 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 / ākongā 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.

Sacred Heart Girls' College (Hamilton) has effective processes and procedures for managing external moderation by:

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā work to NZQA requirements
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Sacred Heart Girls' College (Hamilton) effectively uses assessment-related data to support achievement outcomes for students / ākongā by:

- monitoring and tracking student / ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā 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.

Sacred Heart Girls' 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 / ākongā 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 ākonga and their whānau about assessment

Sacred Heart Girls' 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 / 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 student / 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 student / ākonga success, such as the holding of whānau gatherings.

Sacred Heart Girls' 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 / 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 Sacred Heart Girls' 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 / 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
- *Sacred Heart Girls' College Hamilton NZQF Assessment Procedures 2022* (Staff Handbook)
- *Sacred Heart Girls' College Hamilton Student Information on NZQF 2022*

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning for:
 - Mathematics
 - Languages
 - Physical Education
 - Religious Education
 - Social Sciences
 - Technology
- 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.