

Managing National Assessment Report

**Sacred Heart Girls'
College (New Plymouth)**

March 2025

FINDINGS OF THIS REVIEW

Sacred Heart Girls' College (New Plymouth)

14 March 2025

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 2022.

Actions and considerations

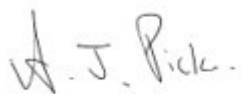
No action required

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

For consideration

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

- Formally capture student voice to enhance course, department and whole school review processes.



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April 2025

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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 20 March 2019 Managing National Assessment Report The last review identified the need to ensure processes for monitoring internal moderation and external moderation follow-up processes were included in the staff handbook. This requirement is now verified for accuracy annually and can be revised as needed. This approach ensures staff can access up-to-date information, which supports consistent assessment practices.

External moderation response to outcomes and processes The school's follow up processes for addressing issues identified through external moderation outcomes are comprehensive and effective. Upon receiving the external moderation report, the Principal's Nominee, in collaboration with the teacher in charge, develops an action plan. This plan involves comparing the report, standard, and assessor judgments to accurately identify issues and formulate a response. The Assessor Practice Tool and short courses on Pūtake are utilised, and collaboration with subject experts from other schools is encouraged. Additionally, the school supports this process by providing departments with professional development opportunities, such as liaising with other schools and subject associations as needed.

Once the standard has been assessed following the changes outlined in the action plan, the Principal's Nominee and teacher in charge evaluate the effectiveness of the action plan. This ensures that any changes made in response to the external moderation feedback achieved the desired outcome of improving assessor judgments.

This clear and comprehensive process led by the Principal's Nominee dedicated to improving quality assurance, contributes to upholding the credibility of results reported to NZQA by the school.

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 school has a strong focus on review and continuous improvement to best meet the needs of its students. Under effective leadership, a supportive and inclusive learning environment has been cultivated, empowering teachers to take ownership of credible assessment and moderation practices. Student engagement and academic achievement has been prioritised, and this is reflected in their NCEA results.

Analysis of programmes by all staff ensures a responsive and inclusive curriculum An integral aspect of the school's approach is the development of courses and a timetable that align with the needs of its students and reflect the school's core values. Leaders of Learning conduct a *Markers Review* of each standard, post-assessment, to facilitate adjustments to teaching programmes and assessment tasks. These reviews contribute to the annual analysis of achievement, which is compiled by Leaders of Learning and subsequently discussed with the Deputy Principal and Principal. The findings are then presented to the Board of Trustees for consideration.

To ensure student feedback is effective and considered as part of the “Markers Report”, a more formal approach to capturing student voice should be considered. This would ensure recommendations made by students regarding teaching methods, assessment task design, and the relevance of these tasks to their needs are not lost from one year to the next.

In 2024, the "Faith in Action" initiative was introduced to support students who faced challenges with the academic demands of Religious Studies or who were engaged in external courses or work placements. This initiative continues to uphold the school's special character values by involving students in practical tasks and activities such as volunteering at local charitable organisations and the school canteen. Due to its success, a level 2 version of “Faith in Action” has been introduced.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2025)

Empowering student success through comprehensive support programmes

Sacred Heart College enhances student assessment and achievement through its “Empower Me” initiative. This programme includes scheduled sessions where students receive information on a variety of topics tailored to their year level. For instance, the Principal's Nominee provides timely reminders about NCEA processes, while sessions on goal setting, time management, and study skills are also conducted.

Manaaki teachers lead vertical form classes, remaining with the same group of students year after year. This continuity allows for the development of strong relationships and effective tracking of student achievement and expectations before they commence Levels 1, 2, and 3.

The school has employed a part-time literacy specialist to identify students in Years 9 and 10 who are at risk of not meeting the co-requisite part of the qualification. This specialist works with small groups and individuals to develop the necessary skills. For the numeracy component, although there isn't a dedicated specialist, the Maths department is providing pathways for students who wish to continue with Maths in some form but who may not be able to pass the common assessment activity.

Additionally, the “Big Sister / Little Sister” programme contributes to student achievement and assessment. This mentorship initiative pairs senior students with junior students, fostering a supportive environment that provides junior students with a platform to discuss school and assessment related matters with someone who has experienced similar challenges and who can offer valuable insights and support.

Building a community of learners through Project Leads Each year, staff members are invited to apply for a Project Lead position. Successful applicants are granted dedicated time to explore and develop their chosen projects in depth. These projects often focus on critical areas such as the NCEA assessment framework. The benefits of this initiative to the school are numerous. Staff who engage in these projects contribute to the continuous improvement of educational practices. Insights are shared with staff and senior management fostering a culture of collaboration.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Robust processes and monitoring of internal moderation Senior leaders can be confident that all standards with results reported to NZQA have undergone rigorous quality assurance. The Principal's Nominee monitors internal moderation effectively, ensuring oversight of each step in the process for every standard. Effective internal moderation processes support the school's history of consistent external moderation outcomes.

All staff clearly understand the purpose of internal moderation, with some staff describing how the "Markers Report" of a standard enhanced their teaching practice in subsequent years.

This review noted the quality of verification discussions recorded on the internal moderation sheet, reflecting the departments' engagement with subject experts from across the region, membership of subject associations, and seeking external professional development. This professional learning reinforces the intent of internal moderation to support teachers in making accurate assessor judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Sacred Heart Girls' College (New Plymouth) 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 and extending the school's Consent to Assess if required
- 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.

Sacred Heart Girls' College (New Plymouth) 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Sacred Heart Girls' College (New Plymouth) 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.

Sacred Heart Girls' College (New Plymouth) 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

Sacred Heart Girls' College (New Plymouth) 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Sacred Heart Girls' College (New Plymouth) 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

Sacred Heart Girls' College (New Plymouth) 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.

Sacred Heart Girls' College (New Plymouth) 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 Sacred Heart Girls' College (New Plymouth):

- 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 NCEA Co-requisite Standards, and Candidates 2025*.

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
- *2025 Student Handbook*
- *2025 Teacher Handbook*
- *Curriculum Policy 2024*

The School Relationship Manager met with:

- the Principal's Nominee
- NCEA Data Manager
- Leader of Learning for:
 - English
 - Mathematics
 - Social Science and Languages
- Teacher in Charge of:
 - Physics
- Teachers of:
 - Physical Education and Health
 - Religious Studies and English
- three students.

There was a report-back session with the Principal's Nominee and NCEA Data Manager at the end of the review visit, and a few days later, online, with the Principal to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.