

Managing National Assessment Report

**Taranaki Diocesan
School for Girls**

September 2024

FINDINGS OF THIS REVIEW

Taranaki Diocesan School for Girls

26 September 2024

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

Agreed actions

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

Action	Timeframe
External and internal review	
Evaluate the effectiveness of external moderation follow-up in improving assessor judgements.	Ongoing
Credible assessment practice to meet student needs	
Clarifying the rules for further assessment opportunity with staff and students.	Immediate

For consideration

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

- ensuring students can easily access, and are familiar with, the school procedures as detailed in the *NCEA and NZ Scholarship Assessment and Qualifications Handbook*.
- promoting the use of Pūtake with teaching staff.

A. J. Picken

Amanda Picken
Manager
School Quality Assurance
and Support

24 October 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 19 September 2019 Managing National Assessment Report

The school has effectively addressed the three action items from this report to improve the quality of their assessment systems and practices for national qualifications. The staff handbook has been updated and clarifies the processes for offering resubmissions and further assessment opportunities, and evidence that may be used for an unexpected event or derived grade is being quality assured.

External moderation response to outcomes and processes The school must implement a robust process to monitor and evaluate the effectiveness of action plans developed in response to external moderation outcomes. Action plans are required to address feedback for standards with a Not Consistent or Not Yet Consistent outcome, and the Principal's Nominee provides a template to the Curriculum Leaders and teachers responsible for the standard. The template requires staff to compare the external moderation report against the assessor's judgements to identify the issue and develop a plan accordingly. Support is provided as needed, and promoting the use of Pūtake, NZQA's learning management system to all staff is recommended. It is here that teachers can find support for internal moderation by subject, and NZQA's modules on authenticity and digital assessment.

When evaluating the effectiveness of the action plans in response to external moderation it is crucial to determine if the adjustments made have produced the intended outcome and enhanced assessor judgements. It is recommended that subject areas do not resubmit standards for external moderation the following year. Instead, they should seek the assistance of a critical friend, such as colleagues from other schools or subject associations, to help evaluate the actions undertaken. The use of the *Request Clarification of an Internally Assessed Standard* form is also recommended.

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)

Taranaki Diocesan School for Girls has a regular cycle of review with intentional and purposeful analysis of achievement data and outcomes for students at its core. Student engagement and academic achievement are key strategic goals, and the school has fostered a supportive and inclusive learning environment through effective leadership. The school places a strong emphasis on self-reflection and continuous improvement to meet the needs of its students. It offers personalised pathways and study programmes that are continually refined and enhanced throughout the year, ensuring successful student outcomes. A key component of this approach is the thorough and timely tracking of student academic progress. Currently, all students in Years 12 and 13 are paired with a mentor teacher.

Reflective practice supports continuous improvement To ensure ongoing enhancement of programmes, Senior Leadership requires Curriculum Leaders and teaching staff to review and report on their teaching and assessment results. The findings of these reviews inform future improvement and drive professional development that benefits both current and subsequent students. Student

achievement data is annually reported to the Board of Trustees highlighting areas of success and areas that may require improvement.

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 2024)

Mentors support student success Regular meetings between Level 2 and 3 students and their mentors focus on reviewing progress towards their qualification goals and implementing any additional support required for upcoming assessments. If staffing allows, the school aims to extend this mentoring programme to include Year 11 students in subsequent years. Feedback from students during the review noted the valuable support provided by their teachers in helping them succeed.

Confirming eligibility for a further assessment opportunity As required in the previous review, the handbook for staff and students has been updated to reflect NZQA's current requirements and the processes for offering resubmissions and further assessment opportunities. However, there was some misunderstanding amongst some staff and students about the eligibility for a further assessment opportunity. Common misconceptions were that it should not be offered to anyone who had breached the school rules for an internal assessment and that it could be targeted towards students who require some extra credits to gain a qualification.

A further assessment opportunity, if offered for a standard, must be made available to all students entered for that standard, including those who did not complete the original assessment for a reason acceptable under the school's policy on missed and late assessment. This is regardless of their performance on the first opportunity. Whilst this information is in the handbooks, the messaging is not being fully understood or implemented and is required to enable all staff to align their practices resulting in more consistent and credible assessment practice schoolwide.

Reporting quality assured practice external grades for use as derived grades

The school is providing quality assured grades from standard-specific evidence from practice external assessment to NZQA for use as derived grades. This ensures all students have access to a grade if their external examinations are disrupted. There is evidence of a documented process to record the verification and justification process used by learning areas to quality assure grades, ensuring practice exams are based on valid and standard-specific evidence.

Improve student agency in accessing information on NCEA assessment The school may wish to consider reviewing how students access assessment information. Two of the students interviewed were aware they had received assessment information but were uncertain about its location and how to retrieve it. The same two students had a comprehensive understanding of how NCEA works as a qualification and knew who they could talk to if they had assessment concerns. However, the third student was unsure about NCEA procedures or processes. Ensuring students have easy access to the *Taranaki Diocesan School for Girls NCEA and NZ Scholarship Assessment and Qualification Handbook* and can navigate the NZQA website for NCEA assessment-related matters will further empower students in their educational pursuits.

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)

The Principal's Nominee has effective oversight of internal moderation, and her processes play a vital role in maintaining the credibility of results reported to NZQA. The Principal's Nominee has established a process for monitoring internal moderation incorporating the use of the *Internal Moderation Cover Sheet* within the student management system. By transitioning to this digital approach, improved transparency has ensured more consistent practice has been established throughout the school.

The Principal's Nominee conducts an annual audit of moderation processes in each learning area and for identified standards will check:

- the completion of each moderation step
- the storage of student work and benchmark exemplars
- the implementation of digital storage protocols where this is feasible and improves the school's ability to share its documentation with NZQA or future assessors of the standard
- the adequacy and purposefulness of the *Internal Moderation Cover Sheet* and the quality of verifier statements.

This audit evaluates the effectiveness of actions taken to address identified issues in external moderation reports. It promotes transparency and helps resolve concerns, all of which contribute to maintaining a high standard of moderation practice within the school. As a result, the school can be confident that credible results are being reported to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Taranaki Diocesan School for Girls 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.

Taranaki Diocesan School for Girls has effective processes and procedures for:

- managing missed or late 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

Taranaki Diocesan School for Girls 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 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.

Taranaki Diocesan School for Girls 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

Taranaki Diocesan School for Girls 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.

Taranaki Diocesan School for Girls 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

Taranaki Diocesan School for Girls 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
- 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.

Taranaki Diocesan School for Girls 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 Taranaki Diocesan School for Girls:

- 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 2024*.

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:

- *Curriculum and Student Achievement Policy 2023.*
- information on their actions and self-review since the last Managing National Assessment report
- *excerpts from the staff manual about Assessment, 2023*
- *NCEA & NZ Scholarship Assessment and Qualifications Handbook, Taranaki Diocesan School for Girls, 2023 (Student Handbook)*

The School Relationship Manager met with:

- the Principal's Nominee
- Curriculum leaders for:
 - Humanities
 - Mathematics and Science
 - The Arts
- Teacher of:
 - English
 - Mathematics
 - Visual Arts
- three students.

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 actions required.