

Managing National Assessment Report

Sacred Heart College (Napier)

May 2017

What this report is about

This report summarises NZQA's review of how effectively Sacred Heart College (Napier):

- 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 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, in combination with the most recent Education Review Office report 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 2017 (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 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 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
- *Sacred Heart College Napier New Zealand Qualification Framework Assessment Quality Management Practices and Procedures 2017* (Staff Handbook)
- *Procedures and Rules for New Zealand Qualification Framework (NZQF) Sacred Heart College Napier Student Booklet February 2017*
- samples of course assessment outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Deputy Principal, who is also the Principal's Nominee, three students, the Heads of Department for Mathematics and Physical Education and Health, and the Teachers in Charge of Biology, and Classics and History.

There was a report-back session with the Principal's Nominee and the Assistant Principal 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

Sacred Heart College (Napier)

24 May 2017

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.

What the school is doing well

Sacred Heart College (Napier) has effective processes in place which ensure credible assessment for national qualifications. Assessment and moderation processes are well understood and followed by staff.

The school has an effective culture of self-review that leads to improvements in NCEA assessment processes and staff practice. Where issues are identified by their own or, occasionally from outside review, the school responds quickly and effectively to address these.

Assessment processes are well managed and ensure that student needs are met. Digital tools are increasingly used within assessments, and the school has engaged with NZQA digital trials and pilot examinations. Protocols have been developed for the storage of digital material so that it can be backed-up and is easily accessible if required.

Students with special assessment conditions are well supported and the school has started collecting evidence that will enable future school-based evidence applications for eligible students.

Sound moderation processes are embedded. External moderation results reflect the strength of school internal moderation processes. A highly effective external moderation response process deals with the few issues that arise.

Student assessment data is checked for accuracy and reported to meet key dates. Students are provided with assistance to access their data from the school's student management system portal and their NZQA Learner login. Data is effectively analysed to review school courses, set strategic direction, monitor student progress towards completing qualifications and identify students at risk of not achieving their goals.

Clear and consistent information on assessment is provided in a variety of physical and digital formats that allow staff, students and their families to gain a common understanding of NCEA and school assessment procedures.

Areas for improvement

The monitoring of internal moderation processes by senior management could be further strengthened by ensuring outcomes are recorded. This will provide assurance to Senior Management that the school is meeting its requirements under the *Assessment Rules*.

Agreed action

The school agreed that the following action will improve the quality of their assessment systems:

- record the outcomes of internal moderation monitoring by the Principal's Nominee.

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School Quality Assurance and Liaison

31 July 2017

NZQA

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FINDINGS OF THIS REVIEW

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

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)

Action Items from 21 May 2013 Managing National Assessment Report Both of the agreed Items from the 2013 review have been effectively addressed. The school now:

- uses the random selection function of its student management system to select samples of student work for external moderation. This method meets NZQA requirements
- provides updated and consistent information on appeals in the staff and student handbooks.

Response to external moderation outcomes The school has a high agreement rate for standards externally moderated. In 2016 no standards had an agreement rate of less than 50 percent, reflecting the strength of the school's internal moderation processes. The Principal's Nominee has a response process that is highly effective in dealing with identified issues. All teachers who send work for moderation must complete a *Response to External Moderation* form. This allows them to reflect on moderator comments and plan actions to deal with any issues signalled by the moderator. The Principal's Nominee follows up on the response forms to ensure that any action plans are completed and, where required, provides appropriate support.

Internal review

Evidence found that the school is effectively 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 is effectively using self-review to bring about improvements in assessment practice and procedures. This occurs at all levels within the school. Teachers use achievement data and feedback from students to review teaching, learning and assessment programmes, departments review their own assessment practices to ensure they are effective and meet school requirements and Senior Managers coordinate school-wide review, including a review day with Heads of Departments at the end of each year.

Introduction of new student management system software enhances data management The school identified that its student management system was not meeting its data entry and analytical needs. Its new software is providing greater accuracy when reporting entry and results data, enhanced tracking of students' academic progress, the ability to produce random selection lists for the external moderation process, and improved staff and student access to achievement data.

Changing the timing of school practice examinations Review of the timing of the school's practice examinations determined that holding these earlier would allow teachers to provide students with more timely feedback, allowing them to make better informed decisions on their entries for externally assessed standards.

Setting up digital storage protocols Students bringing their own digital devices to school has allowed a greater use of digital technologies within teaching and assessment programmes. This raised questions about how digitally produced material was being stored. Following review, a set of protocols was introduced for storing digital material on one of the school's network drives. This has ensured that work is backed up and can be easily found, if required, for verification, external moderation or submission for external assessment.

Developing a Head of Department induction process After many years of stable staffing, the school recently appointed two new Middle Managers and found that new middle leaders would benefit from individualised support. Weekly mentoring meetings were set up with the Principal's Nominee to ensure that the new staff became familiar with school procedures and their roles in the school's quality assurance and student support processes.

Providing appropriate communication pathways Review of the school's newsletters, which were only sent digitally in 2016, indicated that these were not always being read by parents. Parents can now choose whether they will receive newsletters by email or as a hardcopy.

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 found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6 I & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Sacred Heart College (Napier) has effective processes and procedures for meeting the needs of their students by:

- offering selected students the opportunity to participate in tertiary level Te Reo Māori courses
- providing vocational pathways through Star and Gateway programmes within a Future Pathway course, and Trades Academies run by a local tertiary provider
- setting maximum credit levels within courses to reduce students' assessment loads
- providing increased opportunities for digital assessment by allowing students to use their own devices, and through participation in NZQA digital trials and pilot examinations
- assessing students identified as needing additional support against Work and Study Skills literacy and numeracy standards
- encouraging staff to use a range of methods during assessment to collect physical and digital evidence of achievement
- ensuring that staff are well informed of students with special assessment condition entitlements and that appropriate support is provided, as required.

Sacred Heart College (Napier) has effective processes and procedures for:

- assisting students to present authentic work using a range of suitable strategies during the assessment and marking process
- collecting students' individual digital assessment evidence using the OneNote Classroom Notebook
- managing missed and late assessments, further assessment opportunities and resubmissions
- investigating and resolving potential breaches of assessment rules and student appeals of assessment decisions
- collecting credible evidence of student achievement for derived grade applications
- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work.
- meeting the requirements of the Privacy Act 1993.

School-based evidence to be collected for special assessment conditions applications All of the school's recent special assessment conditions applications have used evidence from reports prepared by independent registered professionals. The school is aware that it can use school-based evidence to make applications for students, and the Special Education Needs Coordinator is testing all Year 9 and 10 students to identify students who would benefit by having barriers to fair assessment removed through special assessment conditions. This will ensure that all students

can access these entitlements, and not just those who can afford the cost of a professional report.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

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

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Sacred Heart College (Napier) has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify samples of student work purposefully selected from around grade boundaries, to ensure assessment judgements are consistent with the standard
- staff documenting all steps of the process on an *Internal Moderation Cover Sheet*
- Heads of Departments monitoring the internal moderation processes within their departments to ensure that school requirements have been met before results are reported to NZQA.

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

- selecting samples of student work for external moderation randomly to NZQA requirements
- providing teachers with appropriate access to the NZQA External Moderation Application
- ensuring samples of student work are provided for external moderation by being adequately stored
- developing a digital storage procedure to ensure that assessment evidence collected digitally is stored on the school network.

Strengthen monitoring of internal moderation The school does not document the monitoring of its internal moderation processes. Heads of Department effectively monitor the internal moderation processes within their departments through the collation of completed *internal moderation cover sheets*. The results of these departmental monitoring processes are checked throughout the year by the Principal's Nominee during random visits. However, this is not recorded.

Recording the Principal's Nominee's monitoring will not just ensure the school complies with NZQA Assessment Rules but would improve quality assurance, better apprise senior management, and mitigate possible issues arising from any personnel changes.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- record the outcomes of internal moderation monitoring by the Principal's Nominee.

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

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

Sacred Heart College (Napier) effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - setting department and school academic achievement targets
 - reviewing results from the previous year to inform course and programme design to better meet student assessment needs
 - the Senior Dean, Special Education Needs Co-ordinator and Literacy Leader tracking student academic progress, and sharing data with teachers at year level meetings
 - using a 'traffic light' system to identify students at risk of not achieving their academic goals, and providing appropriate support
 - teachers working with identified "cusp" students who are borderline for achieving various stages of qualifications, to help them set goals and target standards to help meet qualification requirements
 - supporting students to track their NCEA progress
 - holding academic assemblies to recognise student academic success.
- **reports accurate achievement data by:**
 - frequent and timely reporting of results to NZQA
 - checking for, and correcting, errors shown up by the Key Indicators and data file submission reports from NZQA
 - having students sign-off on the accuracy of their results
 - confirming student entries in externally assessed standards to limit late entries
 - checking for 'orphaned entries', where students have left or transferred courses, so that they can be removed instead of erroneously being sent to NZQA
 - ensuring there is a result reported to NZQA for all student entries in internally assessed standards
 - reporting results against the correct provider code of outside providers with which the school holds current memoranda of understanding
 - assisting students to register for their Learner login and encouraging them to use this, and the online portal to the school's student management system, to check the accuracy of their reported results.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7iib)

Sacred Heart College (Napier) has effective processes and procedures for:

- communicating appropriate assessment policies and procedures, and information on qualifications to the various sectors of the school community
- ensuring students receive full, clear and consistent information about the standards they will be assessed against in course outlines with a common format
- publishing information on NZQA fees and financial assistance
- annually reviewing communications to ensure they are fit for purpose, current and appropriately targeted.

Sacred Heart College (Napier) assists common understanding of assessment practice by:

- using a variety of easy to access digital and physical formats to provide to staff, students and parents with assessment information
- giving new staff support with assessment processes, appropriate to their roles within the school
- informing teachers about assessment best practice and providing opportunities to discuss changes in school processes at staff and Head of Department meetings
- taking students through "NCEA Unravelling", a series of specific year level programmes designed to reinforce their understanding of NCEA and school assessment processes.

Consistent understanding of school's assessment processes evident Those staff interviewed during the review demonstrated a clear, consistent understanding of the school's assessment processes. This group included a new middle manager, providing evidence of the effectiveness of the school's staff mentoring process.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.