

# Managing National Assessment Report

## Sacred Heart College (Napier)

August 2022

# **FINDINGS OF THIS REVIEW**

## **Sacred Heart College (Napier)**

**25 August 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 a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Evaluate how effectively the school's responses to external moderation have resolved issues	Following the annual moderation feedback
<b>Credible assessment practice to meet student / ākongā needs</b>	
Clarify the resubmission rules with staff	Several times throughout the school year
<b>Internal moderation to ensure the reporting of credible results</b>	
Strengthen the monitoring of internal moderation	Starting now
Carry out an annual audit to reconcile documentation with actual practice	By the end of each school year



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24 September 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 24 May 2017 Managing National Assessment Report** The agreed action, to record the outcomes of internal moderation monitoring by the Principal's Nominee, has been satisfactorily resolved by moving internal moderation documentation online, and by the Principal's Nominee developing a system for checking that every standard reporting results has been internally moderated. As a result, the school can be confident that it is meeting NZQA requirements that all reported results be subject to a quality assurance process.

**External moderation processes and response to outcomes** Since 2017, the school has delivered variable assessment quality. However, external moderation outcomes for 2022 show a marked improvement over those of the previous year. During this period, there have been several changes of personnel across all levels of the school.

**Strengthen external moderation follow up** Although the school has shared ownership of external moderation follow up with HODs, the Principal's Nominee needs to ensure that HODs are on the same page regarding the storage and referencing of benchmark exemplars to inform future assessment of the standard. The next step for the Principal's Nominee is to evaluate and record how effectively the school's response to external moderation has resolved issues identified by NZQA moderators and ensure assessors receive support, as appropriate.

### 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)*

Sacred Heart College (Napier) aims to fit "*the system around the student, not the student into the system.*" Evidence of the school's success in this endeavour can be seen in its NCEA achievement data, which shows it out-performed comparable schools, and schools nationally, for each of the past five years. In 2022, there were no Level 1 students "at risk" of not gaining a qualification in the 70-79 credit category. The school is proud of its track record of supporting every girl to be her best, academically, spiritually, emotionally, and physically.

Sacred Heart College (Napier) is using its own processes of self-review based on data analysis and staff/student voice to build teacher capability and implement changes that will continue to improve assessment outcomes for all students.

**Review informs change** Departmental self-review has evolved into a comprehensive, collaborative, and consistent exercise that informs change to assessment practice and pathway planning. Heads of Department (HOD) complete a thorough Department Report in term 1 of each year, which analyses internal and external NCEA results. This is carried out in consultation with each teacher in the department. The HOD presents the report to the Principal and a meeting is then held

between the HOD, Principal and Deputy Principal in charge of Teaching and Learning to discuss the analysis of variance and results within the department. The process engages and empowers middle managers and teachers to reflect on their quantitative and qualitative assessment data, and question how they can improve achievement outcomes for students.

**Student voice sought** The Senior Leadership Team identified that its self-review processes needed to better capture student voice and surveyed students to elicit feedback on teaching and learning, well-being, and the school culture. The school has gathered useful baseline data to enable it to prioritise its response, including:

- exploring ways to improve the engagement of students
- extending the use of Assessment for Learning strategies in the senior school
- creating meaningful, relevant, contextualised learning and assessment
- extending the range of programmes offered, where staffing allows
- offering multi-level classes and assessment personalised to meet student needs
- improving culturally responsive and relational pedagogy across the whole staff.

**Engaging students through STEM** In 2020, in response to low levels of engagement in STEM-related career pathways, Māori students were offered places with Pūhoro Academy. Its *STEMM* programme supports students/rangatahi in years 11-13 to become “*self-determined, empowered leaders who can bridge two worlds simultaneously.*” As well as support for STEM-related careers, the students involved have experienced personal growth and are more engaged due to an improved sense of purpose and belonging.

**Student tracking** The school tracks each Māori and Pacific student individually to ensure she meets her qualification’s goals and follows up when the student moves into tertiary education, further training, or employment.

Since the last Managing National Assessment review, an improved system for tracking student progress has been implemented. Referred to as G.R.O.W, every senior student’s academic progress is regularly evaluated using a traffic light system enabling those “at risk” to be readily identified by the House Deans. During staff meetings, teachers are given time to record their evaluations in the profile section of the Student Management System. Well-being, which is referenced in the acronym, is also evaluated by each teacher. This provides a holistic picture of the student enabling early detection of any changes in the student’s academic progress and/or well-being. By term 4, any student still in the RED category, receives additional support to meet her qualification goal. Each year a small number of year 11 students are identified who require a programme of study spanning two years for the completion of Level 1 NCEA.

Sacred Heart College (Napier) is using its own processes of self-review based on data analysis and staff/student voice to build teacher capability and implement changes that will continue to improve assessment outcomes for all students.

## 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)*

**Barriers removed to improve student equity and well-being** Since 2020, assessment deadlines and course structures have become more flexible in order to accommodate students' circumstances due to ongoing illness, prolonged absence, or loss of learning time due to Covid-19. The requirement for a medical certificate is not as rigid as in the past due to the rising cost of obtaining one. To better manage student workload, most courses are capped at 18 - 20 credits. However, as the majority of students in years 11 and 12 study six subjects, many will still accumulate 100 or more credits.

### **School size facilitates effective checks on the authenticity of student work**

Two departments interviewed reported separate incidents where students attempted to present work that was not authentic. Small class size ensures most teachers know their students well. Where teachers suspect work is not the student's own, they use a range of methods to detect plagiarism and follow up with appropriate consequences.

**Effective communication of the new resubmission rules required** Interviews with staff revealed that some details of the new resubmission rules need clarifying. Although a resubmission can be offered for work that is on the grade boundary of Not Achieved, there are additional considerations to determine if the student ought to be offered a resubmission opportunity.

A suitable reference for staff is the NZQA Resubmission Mythbuster, which states that "*effective use of checkpoints and feedback/feedforward will usually remove the need for resubmission where evidence is gathered by portfolio, or over an extended period.*" In the case of an assessment carried out over several weeks, where checkpoints and feedback have been offered; if the student has chosen not to act on the advice; a resubmission should not be offered.

Further cementing understandings around the use of resubmissions will reduce inconsistencies in assessment practice.

## 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)*

The current Principal's Nominee is working hard to ensure moderation processes are consistent. She has moved internal moderation online to provide greater confidence and visibility to the leadership that assessment and internal moderation are credible and that materials are available to be sent to NZQA for external moderation.

**NZQA support for teachers new to assessing a standard** Where teachers new to NCEA or assessing a standard for the first time require more guidance before they assess a standard, they are advised to use the internal moderation clarification process. This will support their understanding of the standard, including their interpretation of the grade boundaries and the appropriateness of their task design and/or assessment schedules. Teachers are also reminded to check the self-guided tutorials on the NZQA Learning Management System, *Pūtake*, which further clarifies understandings for teachers on how to assess a range of internally assessed standards.

**Strengthen monitoring of quality assurance** The school can strengthen its internal moderation processes by having the HODs and the Principal's Nominee checking that the selection of samples of student work for grade verification is both strategic and purposeful. In addition, they should ensure that verification discussions are recorded giving reasons why verifiers agree or disagree with assessors' grade judgements. This good practice will inform the grade judgements of future assessors of the standard and improve the robustness of the verification process.

The Principal's Nominee agreed to restore department audits to reconcile documentation with actual practice and evaluate the effectiveness of external moderation follow up.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Sacred Heart College (Napier) 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 needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing expanding 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Sacred Heart College (Napier) 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Sacred Heart College (Napier) 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
- documenting the completion of steps within internal moderation processes

**Sacred Heart College (Napier) 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.

## **Effective management and use of assessment-related data**

**Sacred Heart College (Napier) 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.

**Sacred Heart College (Napier) 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 College (Napier) 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, at assemblies or the holding of parent gatherings.

### **Sacred Heart College (Napier) 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 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.

### 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:

- a range of policy documents and departmental reports to the Board of Trustees
- information on their actions and self-review since the last Managing National Assessment report
- *NZQF Management System 2022* (Staff Handbook)
- *NZQF Student Booklet 2022*
- *SHC Napier Strategic Plan 2022-2024*.

The School Relationship Manager met with:

- the Principal's Nominee
- the Deputy Principal – Teaching & Learning
- Heads of Department for:
  - Arts
  - English
  - Mathematics
  - Physical Education and Health
  - Religious Education
  - Social Sciences
- 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.

## Background

Since the last Managing National Assessment review, three different staff members have held the role of Principal's Nominee. The current Principal's Nominee is tasked with creating more robust processes that provide confidence to both the school leadership and NZQA that the school's quality assurance processes are both consistent and credible.