

Managing National Assessment Report

St Joseph's Māori Girls' College

June 2023

FINDINGS OF THIS REVIEW

St Joseph's Māori Girls' College

22nd June 2023

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 2021.

Actions and considerations

Agreed actions

There were no agreed actions to improve the quality of their assessment systems and practice for national qualifications.

For consideration

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

- developing a centralised online storage location for all subject assessment material to complement evolving digital practice
- embed the use of the school's response to external moderation feedback form.

No action required

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

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15 December 2023

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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 August 2018 Managing National Assessment Report There were no action items in the 2018 Managing National Assessment report.

External moderation response system being development The new Principal's Nominee is implementing a process to ensure that follow up to external moderation feedback is documented. Under her guidance, teachers in charge of subjects will complete a response to external moderation form and complete required actions. Strong internal moderation processes ensure the school continues to receive positive feedback from the external moderators. When the response process is embedded, it will enhance teacher license, affirm effective internal moderation, and complete the assessment cycle. It will also allow critical advice to be addressed. Recent response actions have involved staff re-evaluating available standard and assessment information from a range of sources, including subject associations, and finding new verifiers. It is important for the school to document its strong assessment practice through an effective process of responding to external moderation feedback. This will further ensure the maintenance of effective assessment practice which has been a hallmark of St Joseph's Māori Girls College for many years.

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 Principal's Nominee recently facilitated the school's first-ever online external assessment, with 24 students completing the new Literacy common assessment activities. Since taking over the role, she has been entrusted to spearhead the school's online assessment agenda, so students at St Joseph's Māori Girls' College can fully engage with the NCEA Change Package, to be implemented from 2024 onwards.

Participation and engagement in digital assessments will also allow the school to benefit more fully from other online assessment information available from Ministry of Education and NZQA sources. Further investment in school-owned devices will ensure external online assessments can be carried out by all students as the NCEA Change programme is implemented across all three levels. Rigorous self-evaluation of current online assessment practice has also led to storing moderation evidence online, using online verifiers from outside of the school and students completing final copies of assessments online. The controlled introduction of technology in assessment, both internal and now external, has allowed the school to progress its online agenda and maintain its outstanding rates of achievement without compromising its traditional robust approach to assessment - *Ka pū te ruha, ka hao te rangatahi*.

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, TEO's assessing Achievement Standards and Candidates 2023.

Consistent approach to assessment practice Assessment practice at St Joseph's Māori Girls' College remains consistent with their long-term good practice. As was in evidence throughout the review, high whānau expectations and professional teachers who are committed to the school and its kaupapa are instrumental in the high achievement of students at the school. With compulsory core subjects and a limited number of optional subjects, most of the school's experienced kaiako are experts in their subjects. This expertise in subject matter and content, along with thorough familiarity with all standards represents a significant strength of the school.

Formal study time provided Compulsory study time helps to ensure academic success. The school provides several compulsory study options to better prepare students for assessment. Supervised study, manaaki time on weekdays after school, and a Labour Weekend study wānanga are examples of where teachers utilise their own tutorial skills and time for preparing students for success in assessment. Where possible, academic subjects require students to complete at least one external assessment, and with around 35% externally assessed results each year, the school is confident that the extra supervised study time and teacher support has had a positive impact on students' academic achievement at St Joseph's Māori Girls' College. Transparent processes, combined with high expectations of each student and strong teacher - student and whānau relationships enable continued academic success for all girls and a range of future career and academic pathways to be taken.

Blended digital assessment practice The school is developing its use of technology in assessment to accommodate the imminent implementation of the NCEA Change programme and to better meet student needs. The new Principal's Nominee has embraced this opportunity to integrate digital practice with the school's proven practices. This now includes students drafting assignments manually before producing final word-processed assessments under teacher supervision. The authenticity of their final assignments is assured, and this practice complements the well-established authenticity statement. Assignments and authenticity statements can then be stored electronically for future use, such as for online external moderation. The school is discovering an array of benefits from the emergence of online assessment and moderation practice, including more efficient moderation processes, an increase in use of student logins, tidy presentation of assignments which are easier to read and quicker to mark, and developing online internal verification. These benefits will continue to be realised as the school develops its use of technology in assessment without compromising its traditional learning and assessment ideals.

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, TEO's assessing Achievement Standards and Candidates 2023.

Robust internal moderation processes All kaiako and their verifiers are experienced assessors with broad understanding and knowledge of the standards

they assess. Verification is carried out for every internal standard that is assessed by the school, using subject specialists from within and beyond the school. This supports a system that has resulted in assessment judgements consistent with the standard in most cases. Kaiako record completion of the internal moderation process using a digital or paper coversheet. The Principal's Nominee monitors these for completion prior to storage in various locations. Interviewed kaiako provided evidence of robust verification discussions for samples at grade boundaries across different subject areas. Storing such evidence provides teachers with an excellent resource to support future assessment judgements and provides confidence to senior leaders that robust processes are in place. To strengthen this system even further, the school will consider developing a centralised online storage location for all subject assessment material to complement evolving digital practice.

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Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

St Joseph's Māori Girls' College 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
- 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
- expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing 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.

St Joseph's Māori Girls' College 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
- 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

St Joseph's Māori Girls' College 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.

St Joseph's Māori Girls' College 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

St Joseph's Māori Girls' College 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.

St Joseph's Māori Girls' College 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.

Effective communication to inform staff, and students and their whānau about assessment

St Joseph's Māori Girls' College 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 the holding of parent gatherings.

St Joseph's Māori Girls' College 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 St Joseph's Māori Girls' College:

- 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 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 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 Candidates 2023*.

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
- *St Joseph's Māori Girls' College / Handbook of Procedures for assessment for National Qualifications, 2023* (Staff Handbook)
- *St Joseph's Māori Girls' College / Subject Information – Years 11 to 13, 2023* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Head(s) of Department for:
 - English
 - Mathematics
 - Social Sciences
 - Science
 - Technology
 - Te Reo Māori
- 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 action required.