

Managing National Assessment Report

St Joseph's Māori Girls' College

August 2018

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 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, in combination with the most recent Education Review Office report, 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; 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
- *St Joseph's Māori Girls' College Subject information Years 11-13, 2018 edition* (Student Handbook)
- *St Joseph's Māori Girls' College Handbook of Procedures for Assessment for National Qualifications* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, five students, and Heads of Department for English, Information Technology, Māori and Social Sciences, Mathematics, Religious Studies and Science.

There was a report-back session with the Principal, Principal's Nominee and two other senior leaders 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

St Joseph's Māori Girls' College 2018

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 most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Assessment for national qualifications at St Joseph's Māori Girls' College is driven by whānau desire for all students to qualify for tertiary study. Experienced subject specialists, a culture of high expectation and best practice assessment and moderation, supports the achievement of this goal.

Robust, embedded review systems ensure that assessment and moderation practice at St Joseph's Māori Girls' College continue to be effective. They also reflect the school's commitment to supporting a culture where credible national qualifications can and continue to be achieved.

A mix of traditional and digital formats are used for gathering student evidence of achievement. Further development of technology for assessment purposes will enable the school to benefit further from NZQA's digital assessment and moderation work streams.

Effective practice for responding to moderation outcomes is well-embedded at St Joseph's Māori Girls' College. This ensures that internal moderation processes continue to evolve and that moderation outcomes continue to be positive.

Senior managers monitor the progress of students closely to ensure they achieve their academic goals. Students at St Joseph's Māori Girls' College achieve significantly better results when compared with other schools in the same decile range.

Assessment and moderation practice is well-managed at Joseph's Māori Girls' College with consistent practice which ensures credible results are reported to NZQA and that students are well-prepared for their external examinations. The Principal's Nominee is experienced and respected by her fellow staff and senior managers alike.

Next steps

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson
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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, 3iv-3v)

Action Items from 22 & 23 May 2014 Managing National Assessment Report

There were no required action items in the 2014 Managing National Assessment review

Response to external moderation outcomes St Joseph's Māori Girls' College has well-embedded practice for responding to external moderation outcomes. To deal with external moderation issues the Principal's Nominee and subject teacher develop a co-constructed action plan that is monitored and evaluated upon completion. This ensures that moderation practice is credible and robust.

ERO review findings The school agreed in the 2017 Education Review Office report that it would 'review its curriculum to ensure it provides meaningful and relevant pathways to cater for the increasingly diverse needs of the students. In response to this, senior managers have consulted with parents and believe the current senior curriculum is satisfying the needs of all students in 2018. It was recommended during this review that senior leaders continue to monitor that its senior curriculum continues to meet the assessment needs of all students and whānau.

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)

Robust embedded review systems ensure that assessment and moderation practice at St Joseph's Māori Girls' College continue to be credible. Some examples of this include:

- data analysis to review effectiveness of programmes and identify students who need support
- evidence of an embedded response to external moderation process
- the provision of extra tutorial time as identified through student voice
- the requirement that all internal assessment apart from some portfolio work is completed by midway through Term 3 to allow students more preparation time for external examinations
- regular updating of the staff handbook to ensure currency with changing policies and procedures

The above examples reflect the school's commitment to supporting a culture where credible national qualifications can and continue to be achieved.

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.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to continue:

- to monitor that its senior curriculum offers appropriate pathways to meet the assessment needs of all students.

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, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

St Joseph's Māori Girls' College has effective processes and procedures for meeting the assessment needs of their students by:

- improving literacy skills through dedicating time to daily reading
- providing differentiated assessment across classes
- making portfolio and research-based assessment opportunities manageable by “chunking and scaffolding” assessment tasks
- providing intensive study time through wānanga weekends and manaaki time
- where appropriate, assessing students when they are ready
- providing specialist teachers for each course that is offered
- ensuring all courses have external standards so that they enable endorsements to be achieved.

St Joseph's Māori Girls' College has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide assessment practice on late and missed work, extensions, resubmissions and further assessment opportunities
- managing student appeals of assessment decisions and breaches of assessment rules
- gathering standard-specific evidence for reporting derived grades
- using a range of strategies to ensure student work submitted is authentic
- effectively managing NZQA external examinations
- meeting the requirements of the *Privacy Act 1993*.

High academic expectations Assessment for national qualifications at St Joseph's Māori Girls' College is driven by whānau desire for all students to have the opportunity to gain qualifications that will allow them to undertake tertiary studies when they leave school. This focus is fully supported and driven by the Tumuaki and her leadership team. Experienced subject specialists covering a small range of traditional subjects ensure that all courses can be delivered and assessed with confidence by experts. This assures the wider school community that credible achievement opportunities exist for all students.

Students experience academic success at St Joseph's Māori Girls' College, with many gaining entry requirements for the tertiary provider they wish to attend. Some key factors leading towards academic success include:

- high teacher expectations
- whakawhanaungatanga, where teachers and students respect and know each other well
- celebrating achievement publicly and making academic success something that is valued by the student population

- extra support through compulsory home work sessions, wānanga weekends and manaaki time
- guaranteed preparation time for externals once all internal assessment is completed mid-way through Term 3.

The school community is fully committed to the above key factors, including the provision of additional academic support sessions, as high achievement is acknowledged and appreciated by all stakeholders.

Developing use of technology in assessment St Joseph's Māori Girls' College is developing ways to better use technology for gathering achievement evidence. Currently, most evidence of NCEA achievement is gathered physically through traditional assessment activities. The school is also developing a variety of digital formats to gather evidence such as photos, videos, audio recordings, digital research presentations and word-processed assignments. Further development in this area will ensure evidence gathered through a range of technologies will better reflect the abilities and understanding of students.

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)

St Joseph's Māori Girls' College has effective processes and procedures for managing internal moderation by:

- ensuring assessment activities are set to the national standard by having modified or new assessment critiqued by another teacher
- making assessment judgements consistent with the national standard by having a subject specialist verify purposely selected samples of marked student work at grade boundaries
- recording the completion of moderation processes on Internal Moderation Cover Sheets
- the Principal's Nominee monitoring the completion of the school's moderation procedures.

St Joseph's Māori Girls' College has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to NZQA requirements
- submitting digital evidence for some standards
- keeping benchmark exemplars to inform future assessment decisions
- having a thorough response to external moderation process that is monitored and evaluated by the Principal's Nominee
- ensuring samples of student work are provided for external moderation by being adequately stored.

Digitally gathered evidence can be used for internal and external moderation

The assessment section in this report describes the developing use of technology for gathering evidence. As this practice evolves a next step would be to use digitally stored evidence in the internal moderation process. Digital verification can take place where evidence is gathered digitally and, subsequently, this evidence can be used for external moderation purposes. The developing use of technology for assessment and moderation at St Joseph's Māori Girls' College will enable it to further benefit from NZQA's digital assessment and moderation workstreams.

No action required

No issues with the school's internal and external moderation were identified during this review.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- using digital verification where evidence is gathered digitally, and increasing digital submission for external moderation.

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)

St Joseph's Māori Girls' College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - senior managers regularly analysing achievement data to ensure students are on track to achieve their assessment goals and to ensure interventions are put in place where required
 - using NCEA data to inform course and programme design to meet the abilities of all students
 - reporting to the Board of Trustees and Principal an analysis of NCEA achievement, including against school goals
 - providing professional development to all staff on using data to reflect on best assessment practice and course design
- **reports accurate achievement data by:**
 - the Principal's Nominee checking published data with teachers and students
 - the Principal's Nominee involving teachers in preparing results data for submission
 - timely reporting of results to NZQA
 - ensuring entries submitted to NZQA have a reported result
 - using the NZQA Key Indicators to identify and resolve data issues.

Close monitoring to enhance achievement Senior managers monitor the progress of students closely, through regularly checking results in the student management system and conversations at staff meetings, to ensure students achieve their academic goals. The 2017 participation data showed that all students at all levels achieved their respective NCEAs. Furthermore, when compared to similar decile schools, St Joseph's Māori Girls' College had 19 percent more Merit or Excellence grades across all three levels. This shows the positive effect of close monitoring of results data on top of the range of other effective assessment practices within the school.

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, 2.7ii(b))

St Joseph's Māori Girls' College has effective processes and procedures for:

- using a variety of modes to communicate assessment policy and procedures to staff, students and their whānau
- reviewing communication to ensure they are fit for purpose and current
- widely distributing information on financial assistance
- communicating assessment policy and procedure.

St Joseph's Māori Girls' College assists common understanding of assessment practice by:

- ensuring consistent school-wide practice, evident in the understanding of best practice by teachers and students interviewed for the review
- informing teachers about assessment best practice and providing opportunities to discuss changes
- knowing that students understand what they need to achieve in order to gain a qualification.

A range of formats used to convey course assessment information A range of unique formats are used for course outlines across the senior school. While sufficient information is provided for all subjects, a next step would be to develop a common course outline template. This will support students to readily identify key information and be more user-friendly for students, whānau and teachers working in multiple subject areas.

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.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- using a common template for course outlines.