

Managing National Assessment Report

St Patrick's College (Silverstream)

June 2022

FINDINGS OF THIS REVIEW

St Patrick's College (Silverstream)

8 June 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 highly effective 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 2020.

Actions and considerations

For consideration

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

- reviewing the student handbook to ensure it is written in language appropriate to the audience and reflects St Patrick's College (Silverstream) context.
- providing staff with further guidance on how they can strategically select samples of student work for grade verification sufficient to confirm that grades awarded are credible.
- encourage staff to consider Digital Externals at the end of the year.

No action required

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



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2 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 13 May 2016 Managing National Assessment Report The school has addressed the action item from their last Managing National Assessment report. The school now has a process to respond to inconsistent external moderation outcomes as outlined in the report.

External moderation processes and response to outcomes The school has effective processes for responding to external moderation. The Principal's Nominee reads each report and annotates the changes required. Teachers provide a written report to him and to their Heads of Department. Where necessary an action plan is developed, monitored and completion signed off by the Principal's Nominee in a timely manner.

Digital submission of moderation has continued to increase from 8 percent in 2017 to 58 percent in 2021, allowing more timely feedback from external moderators on the quality of the assessor judgements and assessment tasks.

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 school is developing a culture of self-review to best meet the needs of students, and support opportunities for achievement. The Principal's Nominee, working with the senior leadership team, is effectively leading changes to assessment and building the capability of teachers to take ownership of their assessment practice.

The school has effective processes to ensure programme planning and pathways provide authentic learning and assessment opportunities to meet the needs of their students. Assessment opportunities and practices are co-constructed by staff and students. A broader school curriculum has been developed that provides a wider range of courses, and increased assessment activities based around student ability levels and interests. Curriculum Leader meetings share best practice, and this gives further ideas to inform assessment practices.

Self-review continues to be embedded, culturally responsive and effective, to support high levels of student engagement and attainment. Thorough analysis and use of data allow the school to respond effectively to identified issues, develop, and monitor progress towards strategic goals, and improve outcomes for students.

Evidence of the effectiveness of the school's approach is the consistently high levels of student achievement at all levels over past years.

Credible assessment practice to meet student / ākongā 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)

Creating a common understanding of credible assessment practice The Principal's Nominee provides teachers with information about assessment changes and best practice and gives them the opportunity to discuss changes in school or NZQA requirements at staff, faculty, and curriculum meetings. Termly information evenings and regular Pasifika Parent and Whānau hui ensure that both parents and caregivers have the opportunity to connect with the school and clarify any information that they require.

A consistent understanding of derived grade processes Heads of Department were consistent in their understanding of school processes and NZQA expectations for assessment evidence that may be used for a derived and unexpected event grade. All Heads of Department described using appropriate material for assessment to generate evidence for a derived and unexpected event grade. Where more than one teacher taught a subject grade verification was used to verify assessment decisions.

Special assessment conditions are managed effectively The school continues to manage all Special Assessment Conditions (SAC) processes effectively. Students who may be entitled to use these conditions to remove barriers to achievement are identified early, and appropriate and timely applications are made for them. Staff interviewed were well informed of which students had special assessment conditions, what the conditions are, and how the support they are entitled to can be obtained.

Consider Digital Externals at the end of the year The school has a relatively low participation rate to date (5 percent in 2021). With the implementation of the Review of Achievement Standards, external assessment will be a digital first approach. By engaging in digital exams, the school will be able to create processes that support future assessment opportunities for students.

The school is a Google school, and the majority of internals are done digitally. By engaging in digital external examinations, the school will be able to test its digital infrastructure and develop an understanding and confidence in the use of Assessment Master, the digital examination platform.

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)

Focus on reducing workload by considering sufficiency for grade verification Teachers interviewed choose to verify grades for more samples of student work than required by NQZA. The school should provide staff with further guidance on how they can strategically select student work to ensure their grade verification sample is sufficient to confirm that grades awarded by each assessing teacher are at the

standard. Strategic selection can reduce verifier workload, without compromising the quality of the assurance process. There is no fixed number of pieces of student work that must be verified. Considering factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed, will help to determine sample size.

The Principal's Nominee was able to show evidence that all departments followed the school's internal moderation process, through either panel marking, checks against agreed benchmark papers or the use of external verifiers from other schools. These findings give senior leaders confidence that internal moderation expectations are being met and that results reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākongā

St Patrick's College (Silverstream) has effective processes and procedures for meeting the assessment needs of their students / ākongā by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā with special assessment conditions entitlements, and resourcing their support
- providing [expanding] opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing [targeted] support for students / ākongā at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide [open] opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

St Patrick's College (Silverstream) has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākongā 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 / ākongā privacy in the issuing of student / ākongā results.

Effective internal and external moderation to assure assessment quality

St Patrick's College (Silverstream) 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 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 Patrick's College (Silverstream) has effective processes and procedures for managing external moderation by:

- ensuring samples of student / ākonga work are available for submission by being adequately stored
- selecting sufficient samples of student / ākonga 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

St Patrick's College (Silverstream) effectively uses assessment-related data to support achievement outcomes for students / ākonga by:

- monitoring and tracking student / ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

St Patrick's College (Silverstream) 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 / ākonga and teacher / kaiako 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

St Patrick's College (Silverstream) has effective processes and procedures for:

- ensuring students / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākonga success, [such as the holding of parent gatherings].

St Patrick's College (Silverstream) assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively St Patrick's College (Silverstream):

- 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 / ākonga and families / 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 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 2021* (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:

- information on their actions and self-review since the last Managing National Assessment report
- *Assessment Guidelines and Information for Students: National Qualifications 2022*
- *Policy and Procedures for Assessment for National Qualifications*

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal's Nominee
- SAC Co-ordinator
- Deputy Principal – Teaching and Learning
- Assistant Rector - Curriculum
- Subject Leaders for:
 - English
 - Mathematics
 - P.E.
 - Religious Studies
 - Science
 - Technology
- three students / ākonga.

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.