

Managing National Assessment Report

St Oran's College

June 2018

What this report is about

This report summarises NZQA's review of how effectively St Oran's 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 2018* (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
- *NCEA/NZQA Assessment Policy & Procedures, Staff Information, St Oran's College 2018* (Staff Handbook)
- *NCEA Student Information, St Oran's College 2018* (Student Handbook)
- *Assessment and Reporting, Board of Trustees Policy, St Oran's College 2018*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students, and Heads of Department for Digital Technology, English, Performing Arts, Social Sciences, Visual Arts, and the Teacher in Charge for Business Studies/Economics.

There was a report-back session with the Principal, Deputy Principal – Professional Growth and Deputy Principal – Curriculum/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.

SUMMARY

St Oran's College

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

What the school is doing well

St Oran's College has robust NCEA assessment practices that ensure results reported to NZQA for national qualifications are credible. The school is delivering courses and programmes that are meeting the needs of their students.

Self-review is well embedded across the school through effective systems. Improvements to assessment practice reflect a shared-ownership of schoolwide good practice supported by school management structures.

Assessment practice was consistent across all departments that participated in the review and evident in the understanding of school assessment policy and procedures displayed by students interviewed for the review. Student needs are well met with most courses allowing them to choose the context for assessment tasks and/or the standards they wish to attempt.

Teachers analyse and review data to inform them of the effectiveness of their assessment programmes. Standards in which student assessment outcomes are low are identified and appropriate changes made for improvement. Teacher inquiries, to improve assessment practice and lift achievement outcomes, have been initiated in some subject areas when issues have been identified from data analysis and review. Student progress towards gaining a qualification is monitored and tracked and students set goals with their Tutor Group Teachers.

Internal moderation is robust and effectively managed to ensure credible results are reported to NZQA. Staff interviewed demonstrated a clear understanding of the process and could readily provide documented evidence of internal moderation happening within their departments. The school proactively selects standards for external moderation to gain feedback and improve assessment practice. Heads of Faculty address external moderation outcomes through an action plan to resolve any identified issues. The Senior Leadership Team effectively monitors internal moderation and the completion of external moderation action plans to ensure the moderation process is completed and continual improvement is being made.

The school's community is well informed with appropriate, fit-for-purpose communications. Student assemblies and parent information evenings inform them of school assessment policy and procedures and how to gain NCEA qualifications. Students and parents can monitor progress through the school's online portal. Staff

and students interviewed demonstrated a thorough understanding about the school's expectations.

Areas for improvement

The school is encouraged to further develop its involvement in external digital assessments. This will help the school to maintain currency with developments in assessment practice.

Kay Wilson
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FINDINGS OF THIS REVIEW

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

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 12 May 2015 Managing National Assessment Report St Oran's College has effectively addressed the four agreed actions from the 2015 report.

Response to external moderation outcomes The school has effective processes to respond to external moderation. An action plan for each moderated standard is required from Heads of Faculty. The Senior Leadership Team follows this up with meetings with each Head of Faculty and the outcome reported in the annual faculty report.

Historically, the school has a very high overall agreement rate between assessor and moderator judgements. The school identified an ongoing issue in one learning area and the Principal's Nominee is working with the teacher to improve assessment practice.

Internal review

Evidence for 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 Senior Leadership Team has a Strategic Plan to meet the future needs of the students, particularly what teaching and learning may look like in 2024. They have identified that current practices may not necessarily be fit for purpose by this time. In response to this, a school-wide teaching and learning team has been created to review the school curriculum, assessment practices and leaver pathways, and create a plan for change going forward. Consultation with the school community is also planned.

St Oran's College has effective self-review processes and procedures to identify areas for on-going improvement by:

- teachers analysing and reviewing assessment outcomes and evaluating the effectiveness of their assessment programmes
- teaching as inquiry projects to improve assessment practice in their subject areas
- responding to issues raised from external reviews
- Heads of Faculty reviewing annual assessment outcomes and reporting findings and future actions in a faculty report
- having line manager meetings between Heads of Faculty and the Senior Leadership Team to review progress on action plans and evaluate outcomes
- having regular Curriculum Leader meetings to discuss school-wide assessment matters.

Senior leadership has developed effective systems and processes to monitor and review the school's NCEA assessment practices and processes and their effect on student progress and achievement. The school can respond quickly to any issues that are identified, whether from external or internal review, and make effective improvements from their evaluations. Subject teachers have reduced the number of credits on offer in response to the well-being needs of the students.

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 for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 5.5)

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

- using formative assessments, student feedback and feedforward to help determine their readiness for assessment
- having flexible course designs so that students can choose the standards they wish to undertake where possible
- scaffolding and contextualising assessment tasks so that they are more relevant and better engage student interest, and then assessing when ready
- offering extension opportunities for Year 10 students through undertaking NCEA assessments, and supporting New Zealand Scholarship candidates, as appropriate
- making portfolio and research-based assessments more manageable using milestones checks and templates.

St Oran's College has effective processes and procedures for:

- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have not submitted work
- assuring valid, verifiable and standard-specific evidence for derived and emergency grades
- meeting the requirements of the Privacy Act 1993.

Consistent application of school assessment policy The school has strengthened the management of extensions, missed and late assessments, and appeal processes. The Principal's Nominee identified a variance in how these were being applied across the school. The processes have been reviewed and clarified for staff and students and the Principal's Nominee now monitors these to ensure that they are being consistently applied. The students interviewed demonstrated a clear understanding of these school processes and felt that the school applied them consistently.

Participation in external digital assessments Participating in external digital assessments will keep the school abreast with current trends. Many students are working in a digital environment in their subject areas and completing internal assessments in a digital format, such as Google Docs. Sitting an external digital assessment would be a natural progression from this. The school has entered the digital trial for Level 1 Science in 2018 and it is encouraged to enter for examination in more subjects as they are developed.

For consideration

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

- participating in further digital examinations.

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

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)

St Oran's College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use to ensure they are valid and fit for purpose
- documenting the internal moderation process by using a standard *Internal Moderation Cover Sheet*
- requiring Heads of Faculty to ensure internal moderation is completed and documented for all standards assessed in their faculty prior to reporting results to NZQA
- thoroughly reviewing departmental moderation processes during the faculty review cycle
- keeping benchmark exemplars and verification notes to inform future assessment decisions

St Oran's College has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to NZQA requirements
- ensuring samples of student work are provided for external moderation by being adequately stored
- discussing external moderation feedback with teachers, documenting actions, and monitoring this is completed
- actively encouraging future digital submission of student work.

Moderation processes strengthened and valued The school has strengthened its moderation practice through changes made in response to the previous review and effective use of the external moderation application. Teachers who were interviewed during the review all demonstrated that they are strategically selecting student work for internal moderation. Many teachers use external verifiers and the strategic selection of student work mitigates workload while providing appropriate feedback and quality assurance.

Heads of Faculty use the external moderation process to seek feedback on standards of interest or concern. For example, in 2018, the school selected half of the standards that were externally moderated. They also use the query and appeals function to gain further feedback when required. To further ensure the robustness of the school's moderation processes, the Principal's Nominee reconciles documentation with actual practice assuring the Senior Leadership Team that effective moderation is happening within the school.

No action required

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

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

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

St Oran's College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - informing teacher inquiries to improve assessment outcomes for students
 - informing assessment programme design so that the standards offered match student strengths and interests
 - having multiple signed off student, teacher and Principal's Nominee checks of recorded results
 - enabling Tutor Group Teachers and Deans to track, monitor and mentor students in their progress toward NCEA qualification and personal goals
 - annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement, to inform strategic goals and actions
- **reports accurate achievement data by:**
 - reconciling results from external providers with which they hold a current Memorandum of Understanding, to ensure results are reported with the correct provider codes
 - ensuring all students attest that their entries and results have been entered correctly
 - actively encouraging students to monitor their progress using the student portal on the student management system and the NZQA learner login
 - using the Key Indicators and data file submission reports to identify and resolve data errors
 - ensuring that internal entries are reported with a result or withdrawn, as appropriate
 - ensuring a low number of late entries for external examinations.

Analysing data to evaluate the effectiveness of assessment programmes The effectiveness of assessment course design is evaluated using data analysis. The *On Your Marks* data analysis tool and student voice inform teachers with this evaluation. Standards in which student assessment outcomes are poor are identified and appropriate changes made in delivery or the programme design.

Data analysis is also used as the basis for teacher inquiries into effective course design and delivery. For example, in Visual Arts, analysis identified that student achievement at Level 3 Excellence was inconsistent across three different subjects. To improve practice and student achievement, the Head of Faculty did a teacher inquiry, investigating the practice of schools with consistent results across Visual Art subjects. Outcomes in 2018 will be evaluated against previous years to determine the effectiveness of changes made.

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 for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

St Oran's College has effective processes and procedures for:

- communicating consistent NCEA information, assessment policy and procedures through:
 - staff and student handbooks
 - the school website
 - the Year 10 Parent Information evening at the beginning of Term 3
- recording internal assessment dates on a shared staff calendar to minimise disruption to assessment programmes
- informing staff of updates to NCEA information throughout the year via emails and staff meetings
- annually reviewing staff and student handbooks to maintain current best practice and ensure consistency of practice school-wide
- reporting on students' progress towards qualifications, including providing online access through the student and parent portal, to the information held on the school's student management system.

St Oran's College assists common understanding of assessment practice by:

- holding student assemblies to inform them of school assessment policies and procedures
- having a consistent template for course outlines across subject areas ensuring consistent assessment information
- informing teachers about assessment best practice and providing opportunities to discuss changes
- inducting new staff to familiarise them with assessment and moderation processes and expectations.

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.