

# **Managing National Assessment Report**

## **St Patrick's College (Wellington)**

**March 2023**

## FINDINGS OF THIS REVIEW

### St Patrick's College (Wellington)

31 March 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 it 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 2022.

#### 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.

Action	Timeframe
<b>External and internal review</b>	
Evaluate effectiveness of the response to external moderation.	Immediate
<b>Credible assessment practice to meet student / ākongā needs</b>	
Develop a process for teachers checking internal assessment entries have results or are withdrawn.	Within the current year
<b>Internal moderation to ensure the reporting of credible results</b>	
Develop a process for checking that the documented steps for internal moderation are completed, including secure storage of student work.	Immediate

### **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:

- providing all teachers with access to the NZQA learning management system, Pūtake.



Kay Wilson  
Manager  
School Quality Assurance and Liaison

20 June 2023

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## 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 07 June 2019 Managing National Assessment Report** School leaders have made some progress in response to the agreed actions in the previous report. This includes strengthening the response to external moderation process by including the details in departmental reporting to senior leadership. There is further work required to follow up these responses to evaluate the effectiveness of changes made by teachers and subject leaders.

**Process to check internal assessment entries have results or are withdrawn requires strengthening** More progress is required on ensuring entries for internally assessed standards have a result or are withdrawn by the end of year deadline. While the impact of the COVID-19 pandemic on course planning explains some of the results not reported, a more systematic approach to reviewing class markbooks and student courses is needed. Ensuring that internal assessment entries are accurately reported will support teachers and students themselves in tracking their progress and monitoring their overall achievement.

**External moderation response to outcomes and processes require strengthening** The response to external moderation is not yet fully effective and needs strengthening by being evaluated for effectiveness by senior leaders. Although the school has a good system in place for ensuring that teachers and subject leaders address external moderation feedback, including documenting the changes they have made to practice, further evaluation of the effectiveness of this response is required to complete the review loop. Senior leaders should have assurance that all concerns have been adequately addressed.

For the two most recent cycles, the school had external moderation outcomes consistent with the standard for between 50 and 75 percent of standards in its moderation plan. Evaluating the effectiveness of teacher responses and the changes made should give senior management confidence that outcomes for external moderation will improve overall. It is important that all teachers have access to the NZQA Learning Management System, Pūtake. This provides a useful resource supporting teachers making grading decisions for specific standards and with standards-based assessment practice generally.

**Examination Centre Quality Assurance Check** The 2022 quality assurance check of your examination centre identified an improvement that the school is responsible for addressing. The school has taken appropriate action to resolve this.

### 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)*

Senior leaders ensure that all departments and subjects comprehensively review their programmes and assessment practice annually. The reports produced by subject leaders are thorough evaluations of teaching programmes, assessment results and student voice against departmental and school goals. These provide

school leaders with confidence that planning for assessment programmes is credible and designed to meet student needs.

Senior leaders responded to evidence that streaming was not resulting in equitable outcomes for students by discontinuing the practice in the junior school from 2021. The impact of this in the senior school has been the subject of a review by all departments, considering the entrance and progression criteria for their courses. In subjects such as Mathematics, English, Religious Studies and Science, teachers have created new courses for students aimed at better meeting individual assessment interests and needs, while maintaining pathways to study in these subjects at all levels for all students. In some courses students have a degree of agency over assessment programmes, including the mixture of internal and external assessments and the topics or contexts focused on in learning. The consistently high level of overall qualification attainment provides evidence that the school's learning and assessment programmes are effective.

Teachers have designed innovative courses through integrated studies in Years 9 and 10. Some of these have been successful in piquing student interests and supporting students to make connections across subjects for learning and assessment purposes. The next step is for the school to consider how the learning taken from this project could be applied to learning and assessment for NCEA.

## **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)*

**Pathways planning supports students to meet individual assessment goals** All students are interviewed about their goals, planned career and study pathways, and intended courses as they enter the senior school. These pathway interviews, alongside annual goal-setting sessions and progress conferencing with parents and teachers, support students to set up their achievement plans and monitor their progress towards assessment, qualification and other goals.

**Effective management of authenticity of student assessment** The school has effective systems for monitoring the authenticity of student submissions for assessment. These systems provide senior leaders with assurance that credible assessment is taking place in all learning areas. Teachers review student work in progress and use digital tools to support plagiarism checking. Students interviewed clearly described the importance of authenticity to them and their assessment. They also were able to explain the processes the school uses to monitor their work.

## **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)*

**Grade boundary discussions support credible grading decisions** Teachers have a good understanding of the grade verification requirements for internal moderation. There is a well-established routine to the sharing of appropriately chosen samples of student work at grade boundaries with suitably qualified peers. These lead to productive discussions where the details of the decisions made are recorded

either digitally or physically. Overall external moderation outcomes in the most recent cycle were less consistent than expected. However, senior leaders can be confident that this good verification practice, strengthened by the changes discussed elsewhere in this report, will result in improved outcomes.

**Strengthened monitoring of the completed internal moderation processes required** A process of cyclical random or systematic checks by the Principal's Nominee is required to provide senior leaders with assurance that the documented steps for internal moderation are delivered consistently by all subjects, and that student work has been securely stored. This needs particular attention as there have been several times where a sample of work has not been able to be provided for external moderation in recent years. A system of checks provides senior leaders with confidence that only quality assured results are reported to NZQA, as is required to maintain a school's consent to assess.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**St Patrick's College (Wellington) 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 student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving their qualification goals.

**St Patrick's College (Wellington) 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
- 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**

**St Patrick's College (Wellington) 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 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.

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

- selecting sufficient samples of student 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.

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

**St Patrick's College (Wellington) 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 Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**St Patrick's College (Wellington) 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
- 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**

### **St Patrick's College (Wellington) has effective processes and procedures for:**

- keeping assessment-related communications current and accurate 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.

### **St Patrick's College (Wellington) 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 Patrick's College (Wellington):

- 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 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
- *Head of Department Handbook – Curriculum Management 2023* (Staff Handbook)
- *Student Assessment Information and Policy* (Student Handbook).

### The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Rector – Curriculum/Assessment (Co-Principal's Nominee)
- Director of Religious Studies
- Heads of Department for:
  - Careers
  - English
  - Physical Education
  - Social Sciences
- Teacher in Charge of:
  - Māori Language
- three students.

There was a report-back session with the Tumuaki, Deputy Rector 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.