

Managing National Assessment Report

**Samuel Marsden
Collegiate School**

August 2023

FINDINGS OF THIS REVIEW

Samuel Marsden Collegiate School

16 August 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.

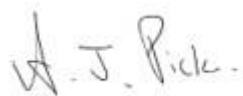
As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within five years.

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

No action required

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



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16 October 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 22 May 2018 Managing National Assessment Report

There were no action items from the 2018 review.

External moderation response to outcomes and processes The Principal's Nominee oversees external moderation processes and shares external moderation reports with the Deputy Principal, who reviews them with the Heads of Departments. The school's external moderation process allows staff to reflect on the effectiveness of their current assessment practices and inform future practices.

External moderation feedback indicates that the school has a high accuracy of assessor judgements consistent with the standards. Staff members are encouraged to nominate standards for external moderation and since 2020, all student work for moderation has been digitally submitted

Examination Centre Audit 2022 The 2022 Quality Assurance check of its examination centre found the school to be fully compliant.

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's new leadership team is committed to reviewing its current assessment practices to ensure they are fit for purpose to meet the requirements of NCEA.

A Personalised Learning Department was created last year in response to a growing number of students with specific learning needs and special assessment conditions. This need was identified when the school began to use its own evidence to support applications for entitlements to special assessment conditions. Consequently, the percentage of successful applications supported with school evidence rose from none in 2018 to a third in the last two years. This approach has removed a barrier to access fair assessment. Creating a separate department has improved the efficacy of student profiles and individual learning programmes in supporting students to achieve their academic goals.

The school has focused on reducing the number of credits to enable quality teaching and fit-for-purpose assessment opportunities and to reduce academic stress for students. A Guided Studies class has also been created in the senior school to support students in managing their academic workload. This class is accessible to all students and has proven to be popular with an increasing number of students, due to the teacher support with their learning programmes. Entry to this class means students are entered in fewer standards and are supported to manage their studies more effectively. With an emphasis on high-quality teaching and measured assessment offered, the school consistently maintains significantly higher rates of NCEA endorsements compared to similar schools.

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)

Readiness for NCEA Change The school is using the flexibility of the NCEA Change Programme in 2024 to offer "NCEA+". This is Project-based Learning and is an extension of its middle school Te Kākano programme. In NCEA+, Year 11 students will be able to select one of three cross-curricula courses offered and choose three standards for assessment from a list of eight or nine Level 1 achievement standards. While some Level 1 subjects are highly recommended, there are no compulsory subjects offered in 2024. Through the individual learning available in the NCEA+ courses and the removal of compulsory Level 1 subjects, students will be provided with increased agency to pursue their academic interests and goals.

There is a strong focus on literacy and numeracy across all subject departments in the middle school, which gave senior leadership the confidence to enter all Year 10 students in this year's literacy and numeracy co-requisite assessments. This was the first time that the school had entered students for the co-requisite and there was an achievement rate of over 75% for each standard. The senior leadership team is currently reviewing these results and deciding how to manage the learning programmes of students who did not achieve the co-requisite upon their first attempt. They are conscious of the potential implications this may have on these students' Year 11 courses of study, in terms of meeting the requirements of the qualification.

Providing opportunities for digital engagement Students regularly engage in digital learning and complete assessment opportunities online for internal standards. Students have remote access to the Marsden virtual campus through individual logins and it is an expectation that they bring their own digital devices to school.

In preparation for the 2024 NCEA changes, the school is trialling different ways of offering digital examinations this year. Students were entered in the Term 2 co-requisite assessment opportunity, using school computers. Some students have been entered for digital examinations in NZQA's end-of-year examinations and the school is offering them practice examinations on a digital platform in Term 3. Trialling digital assessment for examination-based assessments and making informed decisions about its delivery within the school should give staff and students confidence to engage with the digital-first approach of NZQA that takes full effect next year with NCEA Level 1.

Clear communication available A focus on effective communication of assessment information has ensured consistent assessment practices across the school. Staff are well informed about NCEA, with a handbook containing the most up-to-date NZQA information and school assessment policies and procedures. Assessment practices are also regularly discussed in department meetings. This gives staff the confidence to concentrate on quality teaching, learning and assessment with students.

Students can readily access information about NCEA and the school's assessment practices through a student handbook, available on the school's intranet. They regularly check their academic progress through both the school portal and by logging onto NZQA. Online student application forms for requests for extensions to assessment deadlines and appeals of grades are also used regularly. Not all of the interviewed students could talk confidently about NCEA and school procedures, but

they all knew where they could access information, indicating their familiarity with school systems and confidence in school staff.

Effective data management practices Achievement data is well managed and transferred to NZQA in a timely manner. Most external standards have a derived grade generated from standard-specific evidence and reported to NZQA. Staff check their mark books regularly and form teachers use allocated time throughout the year to guide students to check entries and results. Consequently, staff and students have a shared understanding of the standards in which students are entered and their progress towards a qualification.

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)

Effective processes to monitor internal moderation Robust internal moderation monitoring processes help ensure all results reported to NZQA are quality assured. Each standard is reviewed alongside clarifications, moderator reports, conditions of assessment and exemplars. Most teachers stay up to date with teaching and assessment practices through their membership of subject associations and seek out external professional development. Heads of Department followed by the Principal's Nominee monitor internal moderation processes for completion and effectiveness. Monitoring includes checks of the internal moderation coversheet, teachers' strategic selection of student work for grade verification, review of assessor grades and the quality of verifier judgement statements. Senior leadership can be confident that internal moderation procedures carried out in all departments are complete and rigorous, and results reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Samuel Marsden Collegiate School 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Samuel Marsden Collegiate School 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

Samuel Marsden Collegiate School 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.

Samuel Marsden Collegiate School 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
- 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

Samuel Marsden Collegiate School 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 to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Management an annual analysis of NCEA achievement to inform strategic goals and actions.

Samuel Marsden Collegiate School 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
- 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

Samuel Marsden Collegiate School 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.

Samuel Marsden Collegiate School assists common understanding of assessment practice by:

- communicating assessment information, such as holding 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 Samuel Marsden Collegiate School:

- 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
- *HOD Handbook 2023* (Staff Handbook)
- *2023 Student Handbook*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- Heads of Department for:
 - English and Languages
 - Mathematics
 - Physical Education and Health
 - Science
- Director of Music
- three students.

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