

# **Managing National Assessment Report**

## **St Bede's College**

**August 2023**

# FINDINGS OF THIS REVIEW

## St Bede's College

24 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 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.

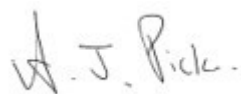
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

### Actions

#### Agreed actions

The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Ensure external moderation action plans effectively address identified issues and evaluate outcomes for improvement	Immediate on receiving external moderation outcomes
<b>Internal moderation to ensure the reporting of credible results</b>	
Strengthen the verification process	Immediate



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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 15 June 2017 Managing National Assessment Report** The three agreed actions from the previous report have been addressed. Student privacy is maintained. Teachers and students interviewed confirmed that results are not shared with other students and that students' permission was sought for work used as exemplars.

The college has processes in place to monitor internal moderation through the reconciliation of the internal moderation documentation. This is monitored by Heads of Faculty and the Principal's Nominee on a regular basis.

The student and teacher handbooks have been reviewed and updated and are fit for purpose. Redundant terminology describing a previous NZQA process has been removed.

**External moderation response to outcomes and processes** St Bede's College's process for responding to external moderation needs to be strengthened.

Several subjects have long-standing variable or low levels of teacher judgements that are not consistent with the standard. The school needs to provide extra support and guidance to address concerns where outcomes are not yet consistent or not consistent. The school should consider external subject expert grade verifiers where previous actions to address identified issues have been ineffective. Support for teachers to make professional judgements at the standard could include use of Pūtake, NZQA's Learning Management System, involvement with subject associations, and seeking clarification from external moderators. These approaches can help teachers' understanding of the standard and their ability to make decisions at grade boundaries. Strengthening verification processes will provide confidence to senior leaders that grades have been quality assured at the standard and that moderation processes are meeting school expectations.

The Principal's Nominee should monitor and evaluate external moderation outcomes to identify trends in subjects where moderators have identified poor levels of consistency between the standard and assessor judgements.

### 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)*

St Bede's College continues to have a strong culture of self-review which is led by the Senior Leadership Team and supported by Heads of Faculties. The shared ownership of quality assurance and assessment practice within faculties is evident in their common goal of improved student engagement and achievement outcomes.

**Review of curriculum design and assessments based on student voice and teachers' experience** Each faculty reviewed their teaching, learning and assessment programmes based on achievement data, student voice and teacher experience with the goal of increasing student engagement. St Bede's College's

review of curriculum design and assessments began two years ago at years 9 and 10 with the aim of leading into the NCEA change at Level 1 in 2024. Each faculty now offers a variety of student pathways courses appropriate to student interests and career goals.

School-based achievement data since 2020 has shown improved learning progressions at years 9 and 10. The Senior Leadership Team feel that with the positive outcomes in the junior school and increased student engagement, staff are more confident in implementing changes to their teaching learning and assessment programmes. Teachers are well placed to implement the NCEA changes in standards, content and assessment modes with a focus on student engagement and a more localised curriculum.

**Faculty data analysis and Te Ara Huarau evaluation tool** The college uses school-wide student achievement data to inform the school's annual strategic goals, actions, and annual plans. Data analysis has focussed on the junior pathways achievement and curriculum as this is building a solid foundation for future senior learning and assessment, and achievement outcomes. Faculties are also using Te Ara Huarau to evaluate responsive curriculum planning and effective teaching to inform assessments that are appropriate to students' learning styles. Areas of improvement in teaching, learning, assessment, and course planning are identified, and plans are implemented to ensure that each faculty is meeting the needs of all their students. This framework has provided a tool for continual faculty review and development.

**Cultural Rōpū introduced to improve outcomes for Māori and Pacific learners** The Cultural Rōpū has been introduced to support both Māori and Pacific students and to ensure they are represented, supported and are able to achieve as Māori or as Pacific. This will support Māori and Pacific students to recognise the importance of their culture in their learning and assessment as well as bring a cultural context to the courses offered at the school. The Senior Leadership Team felt that the collection of information and data will lead to improved achievement outcomes for these students. These changes could include modification of how evidence is collected for assessment to be more culturally appropriate and inclusive.

## **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)*

**Monitoring and tracking student progress** The school closely monitors and tracks the progress of all students, including priority learners, and provides additional support and effective interventions, where needed. Students identified to be at risk of not achieving a qualification or their academic goals receive comprehensive guidance and mentoring with career pathways, subject choices, and tracking of their achievement from their Mana Tāne teacher. Heads of Year as well as the Careers Department and the Centre of Enhancement are also integral personnel in providing support.

Early identification of students at risk enables the staff to implement appropriate support and in some cases adaptation of programmes or assessments offered. Consultation with family is an essential part of this process. Support can include extra tuition through small groups or one one-on-one tutoring. For example, a special

programme has been put in place to support students who may struggle with gaining the Literacy and Numeracy requirements to gain a qualification.

Students who require Special Assessment Conditions are identified and well supported. All staff are aware of the learning needs of these students and ensure they receive the support to which they are entitled. The management of these students is through the Centre of Enhancement where teacher aides, reader/writers, and the SENCO provide these students with equity of access to fair assessments.

**Authenticity of student assessment managed effectively** The college has effective systems for monitoring the authenticity of student submissions for assessment and continues to update its assessment procedures and communications to highlight authenticity. Students submit assessments through the school's online platform and the school uses a range of methods to identify plagiarism including monitoring document history, using formative assessment, and conferencing with students.. Staff confirmed their knowledge of the student is integral to the checking process and emphasised the importance of teacher judgement in overall decision-making processes. Students are aware of the rigorous checks in place and the consequences with regards to breaches of authenticity for assessments. Some staff spoken to are using AI as a teaching tool and this has highlighted to students the shortcomings of the use of this tool for assessments; for example, in a History context, the teacher talked about some of the facts being incorrect in the AI response to a question posed.

**Maintaining school-wide credible assessment** Consistent practice is evident in the robust assessment systems that the school has established. Students and staff interviewed were well informed about the school's assessment practices and procedures, with a clear understanding of the rules concerning authenticity, breaches of assessment rules, appeals, missed and late assessments as well as resubmission and further assessment opportunities. Students spoken to were in agreement that the rules are applied consistently by all teachers.

## **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)*

**Strengthen the verification process** In some subject areas the verification process is not supporting valid assessment judgements. To help identify issues, the school should evaluate the effectiveness of verification partnerships alongside reviewing external moderation outcomes. Possible solutions include teachers using suitably qualified subject specialists from outside of the college as verifiers. The use of clarification documents, exemplars, verification notes, and professional learning opportunities should be also used to inform and further support assessment judgements.

The Principal's Nominee monitors the internal moderation process by checking the documentation with actual practice. Heads of Faculty and the Principal's Nominee check internal moderation cover sheets to ensure only quality assured results are reported to NZQA. Where issues are identified, they are resolved. The cover sheets are stored with student work in anticipation of the standard being selected for external moderation. The selection of student work for internal moderation is

strategic, with the focus being on grade boundaries or where a student's work requires review.

## **Appendix 1: Effective Practice**

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

**St Bede's College 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
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**St Bede's College 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 Bede's College 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
- 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 Bede's College 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
- monitoring and documenting actions taken to address external moderation feedback.

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

**St Bede's College 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 Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**St Bede's College 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
- 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 and their families / whānau about assessment**

### **St Bede's College 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.

### **St Bede's College 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 Bede'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 / 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 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
- *2023 NCEA Teacher Handbook* (Staff Handbook)
- *National Qualifications Framework – Student - 2023* (Student Handbook).
- *AC1 – Curriculum Policy 2022*
- *Assessment and AI – Student – 2023*
- *Moderation at St Bede’s College 2023*
- *Year 11 Pathways 2024*

### **The School Relationship Manager met with:**

- the Principal’s Nominee
- Deputy Rector – Teaching and Learning
- Heads of Faculty for:
  - Mathematics
  - Music
  - Physical Education
  - Religious Education
  - Social Sciences
  - Technology
- three students.

There was a report-back session with the 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.