

Managing National Assessment Report

St Bede's College

June 2017

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.

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 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, in combination with the most recent Education Review Office report 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 2017* (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
- *St Bede's College National Qualifications Framework Faculty Policies and Procedures 2017* (Students and Parents' Handbook)
- *St Bede's College National Qualifications Framework Faculty Policies and Procedures 2017*, (Staff Handbook)
- *St Bede's Curriculum Policy, NCEA Analysis 2016, Analysis of Variance 2016, Data Team Report May 2017, Moderation Report 2016, St Bede's College Quality Review Cycle Faculty, Internal Faculty Evaluation 2017 - 2019, Assistant House Tutor 'Learning' Job Description 2017*
- *Referencing Your Work* student guide
- a sample of course outlines and teaching year plans for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, Curriculum Assistant, Deputy Rector Teaching and Learning, Learning Support/SENCOs, four students and Heads of Faculty for the Arts, Languages, Religious Education, Sciences, Social Sciences, Technology and Visual Arts.

There was a report-back session with the Rector, Senior Management Team 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.

SUMMARY

St Bede's College

15 June 2017

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 four years.

What the school is doing well

St Bede's College demonstrates an effective culture of collaborative self-review and continuous improvement. This ensures credible assessment practices and that the flexibility of the NCEA assessment model is fully utilised to meet student needs.

Consistent school-wide ownership of effective assessment practice was evident during the review. The school has developed flexible assessment programmes that maximise opportunities for student engagement and success. This is reflected in continued improvement of student achievement. Teachers described a range of approaches used to individualise, and gather evidence of students' achievement, to allow students to present their best evidence for assessment. The college has recently extended vocational pathways through alternative courses and the use of external providers.

Embedded and clearly understood internal moderation processes are evident in the consistent practice identified during the review. The Principal's Nominee monitors the process to ensure that only credible results are reported to NZQA. Robust internal moderation practice is reflected in the school's improving agreement rate between teachers and external moderators. The outcomes of external moderation are documented, and action plans are developed and monitored when issues are identified.

Comprehensive data analysis and the increasing use of student voice enables the college to reflect on course and programme design. An effective Target Forward mentor system ensures achievement progress for each NCEA student is monitored and tracked effectively. Literacy and numeracy are actively targeted to ensure qualifications can be attained. The reporting of results is complete and accurate.

Effective communication has enabled senior management and teachers to take ownership of the assessment systems in the college. In-depth discussion through scheduled meetings on assessment issues facilitates the effective review, resolution of issues and implementation of changes to improve assessment practices. This discussion also facilitates school-wide understanding and consistency of practice.

Assessment practice is pro-actively managed by the Principal's Nominee who leads discussion on best practice. There are high expectations of staff. The Principal's Nominee, with the Deputy Rector Teaching and Learning, have developed a robust assessment review process based on reflective practice and the effective use of

data. The Curriculum Assistant provides valuable assistance with data management. The Rector and Senior Management Team are supportive and work collaboratively to help students achieve.

Areas for improvement

There are assessment procedures that need strengthening to reflect current practices. As outlined in the report, student privacy must be preserved when publishing and checking results and using student work as exemplars.

To clarify information for students, parents and teachers, personal circumstances beyond a student's control are to be included in the missed and late assessment section, and revised in the handbooks.

To assure senior management that all results reported to NZQA are quality assured, the audit of the completion of internal moderation processes must include the faculty not currently being annually monitored.

Agreed action

The school agreed that the following actions will improve the quality of their assessment systems. These are:

- ensure all teachers maintain student privacy when verifying results and using student work as exemplars
- strengthen the monitoring of internal moderation through reconciling internal moderation documentation with actual practice for all faculties
- make the suggested change in the student and staff handbooks, as outlined.

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4 August 2017

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FINDINGS OF THIS REVIEW

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

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)

No Action Items from 28 and 29 September 2013 Managing National Assessment Report

Response to external moderation outcomes Heads of Faculty discuss feedback and action plans, as required, with the Principal Nominee, and attest to the completion of any identified actions in the annual quality review cycle document. Responses to issues identified in external moderation reports are documented for all faculties on the *External Moderation Report* response form. The Principal's Nominee documents actions, monitors that agreed actions are completed and produces an annual moderation summary report for the Rector and Board of Trustees. Teachers are supported to improve practice, including the provision of professional development, as appropriate. The college's robust moderation processes have resulted in a continuously improving agreement rate between teachers and external moderators.

Internal review

Evidence found that the school is effectively 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)

A strong culture of self-review exists within St Bede's College. This focus on the evaluation of school-wide effectiveness and continuous improvement promotes collegial ownership of best practice in learning and assessment. A number of initiatives that reflect the school's strategic direction of positive achievement outcomes for students and robust quality assurance have been instigated or strengthened in response to identified issues or improvements in current practice. These developments include:

Meeting the needs of all students

The school effectively meets the needs of students through:

- review of curriculum design, involving professional reflection, and an internal evaluation of each faculty, informed by stakeholders' voice, to ensure assessment programmes are responsive to student need and optimise learning
- in-depth interrogation of school-wide student achievement to inform strategic goals and actions
- class profiling and reflection on teaching practice, supporting more effective teaching and flexible assessments
- supporting faculties to undertake Spirals of Inquiry to improve student achievement prior to their NCEA years
- utilising student voice to inform course design, allowing teachers to develop programmes and assessment that engage students

- a collaborative pilot across three faculties exploring assessment beyond time-bound written tasks
- supporting staff to use a range of evidence-gathering modes to cater for diverse needs of special assessment students
- appointing Assistant House Tutors to liaise and facilitate mentoring of NCEA students into appropriate learning pathways
- comprehensive evidence-based tracking to monitor student achievement progress, and implementing effective interventions
- varied school-wide targeted interventions to address identified deficiencies in literacy.

Sustaining quality assurance procedures

The school has developed practices to ensure the reporting of credible results, such as:

- undertaking a quality assurance review, which provides an annual check of each faculty, involving programme planning and delivery, student achievement and assessment procedures
- providing clarity on authenticity and appeals across the school, informed by the register documenting patterns of concern, supported by the Referencing Your Work publication
- the development of policies and procedures on e-learning and the management of digital evidence.

The college is committed to acting on the results of self-review. Robust discussion of best assessment practice, strong leadership and close monitoring of individual student progress has embedded effective NCEA practice, and contributed to the school enjoying consistently high levels of NCEA student achievement and effectively meeting student needs.

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 found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6 I & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

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

- differentiating and individualising assessment programmes and, in some subjects, offering optional standards and multilevel classes
- identifying and supporting students at risk of not meeting the literacy or numeracy requirements of NCEA or University Entrance
- supporting staff to use multiple modes of assessment, including portfolios, digital, verbal and video recording, and gathering naturally occurring evidence over time
- using feedback and feedforward information to assist students to present their best evidence
- where appropriate, assessing students when they are ready
- extending the school's capacity to provide a wide range of academic and vocational assessment opportunities through Te Aho o Te Kura Pounamu, NetNZ, STAR, Gateway and trade academies
- ensuring that students who need special assessment conditions are identified, staff are well informed of student entitlements, and support is resourced appropriately.

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

- assisting students to present authentic work for assessment and recording the outcomes of any investigations to identify patterns
- ensuring credible assessment through consistent school-wide assessment practice on missed and late work, extensions, resubmissions, further assessment opportunities and appeals
- 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
- efficiently managing NZQA external examinations.

Strengthened evidence gathering to meet diverse needs of students As part of its self-review process, the school identified barriers for special assessment conditions students in presenting their best evidence for assessment in time bound written tasks. Students identified that the gathering of oral and performance evidence improved their confidence and optimised their achievement. As a consequence of student input, the most appropriate mode is adopted for individual students, where possible. Digital assessment options are being trialled with junior students identified as future special assessment candidates, in readiness for their NCEA years.

Meeting the requirements of the Privacy Act 1993 The requirements of the Privacy Act 1993, as stated in the college's *National Qualifications Framework*

Faculty Policies and Procedures staff document are not being consistently applied by all teachers. Students interviewed indicated that some results had been shared with other students. Teachers identified that while the individual's identity was kept private when student work was used as exemplar material, the student's permission was not always sought. Teachers must ensure that student results are not to be published publicly and the signed consent of the student is obtained prior to using student work as exemplar material.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure all teachers maintain student privacy when verifying results and using student work as exemplars.

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

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

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

- ensuring assessment activities are appropriate for the standard by having modified or new assessments critiqued by another teacher prior to use
- verifying grade judgements of purposefully selected samples of student work, using a panel marking process, and subject specialists within and outside the school
- requiring teachers to submit completed internal moderation cover sheets to the Principal's Nominee to confirm internal moderation has occurred, prior to reporting results to NZQA
- reviewing faculty moderation processes during the annual quality assurance review cycle
- keeping benchmark exemplars and verification notes to inform future assessment decisions.

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

- storing assessment materials and student work for all internally assessed standards to ensure samples are available for external moderation
- reporting external moderation feedback and actions to the Rector and Board of Trustees.

Strengthening audit of internal moderation processes An effective process exists to audit the completion of internal moderation. This involves the Principal's Nominee monitoring a faculty log of moderation meetings and the minutes of those meetings, in conjunction with attendance and documentation by the Principal's Nominee at randomly selected moderation meetings. Evidence was provided that this audit occurs for all but one faculty. Strengthening this process by annually auditing all faculties to ensure the documented moderation process reflects actual practice and to confirm school processes are followed will provide senior management with confidence that all reported results are quality assured.

Meeting Random Selection Requirements Evidence was provided that random selection of standards for external moderation needs to be clarified with the recent delegation of this responsibility to Heads of Faculties. To ensure there is no bias in the selection, a person other than the assessor of a standard should complete the random selection.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- strengthen the monitoring of internal moderation through reconciling internal moderation documentation with actual practice for all faculties.

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

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

St Bede's College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - enabling tutors to effectively track and monitor student progress toward NCEA qualifications, identifying learning goals, and negotiating programme changes, as appropriate
 - identifying Year 9 and 10 students who need additional literacy support to access Level 1 when in Year 11
 - evaluating the effectiveness of courses and assessment programmes, including using student voice
 - reporting to the Rector and Board of Trustees a comparative and longitudinal analysis of NCEA achievement data against set goals, identifying unexpected results and trends.
- **reports accurate achievement data by:**
 - using the Key Indicators and data file submission reports to identify and resolve data errors
 - timely reporting to NZQA of results that have been checked for accuracy
 - actively encouraging use of the NZQA Learner login and the student management system portal for students and parents to monitor progress
 - reconciling reported results from external providers with a memorandum of understanding on an annual basis
 - ensuring a low number of late entries for external examinations.

Enhanced analysis and monitoring promotes student achievement A newly formed data team has improved the use of student achievement data. Customised data reports predict NCEA achievement and inform Target Forward goals for all students. Students at risk of not achieving a qualification are identified, placed on a learning register and interventions developed with the student, parents and teachers. Comprehensive monitoring has recently been extended to all students, grouped on a needs basis, including progress towards literacy, numeracy, certificate endorsements and overall achievement. Class profiles are developed and include identified target groups within the school, such as gifted and talented, special assessment, ethnicity and boarders. The recently appointed Assistant House Tutors have a key liaison and support role in effectively using assessment data to monitor achievement with students, parents and staff.

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 found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7iib)

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

- assisting students to manage their workloads through the annual publication of annual subject assessment plans
- ensuring students receive consistent information in outlines and assessment information for all courses they undertake
- reporting on students' progress towards qualifications, including providing online access to the information held on the school's student management system
- reviewing communications to ensure they are fit for purpose and current
- ensuring the distribution of information on financial assistance to all students.

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

- facilitating shared ownership of assessment practice through discussion about best practice in meetings, marking panels and tutor mentoring times
- supporting teachers new to the school to understand school assessment procedures through an induction programme.

Clear communication of assessment practice and NCEA information Effective communication has enabled senior management and teachers to take ownership of the assessment systems in the school. A variety of written, digital and face-to-face modes and forums are used to pro-actively ensure communication is accessible and understood. These include:

- issuing both physical and digital formats of the student and parent handbook
- newsletter excerpts
- annually briefing students in tailored class meetings and assemblies
- targeted presentations on topics such as authenticity, and
- NCEA information parent evening.

Students interviewed demonstrate a thorough understanding of school assessment procedures and what is needed to gain a qualification. Recently there has been increased engagement with NCEA information from the parent community. Robust communication facilitates school-wide understanding and consistency of practice.

Clarification of type of missed and late assessment The term Compassionate Consideration is used to describe the consideration given to students in the event of circumstances beyond a student's control resulting in missed or late internal assessments. While the practice addressing these situations is valid, the term may be confused with an obsolete NZQA practice. The term should be removed and these circumstances described in the missed and late section of the documentation.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- make the suggested change in the student and staff handbooks, as outlined.