

Managing National Assessment Report

St Andrew's College

May 2023

FINDINGS OF THIS REVIEW

St Andrew's College

31 May 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 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.

No action required

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



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School Quality Assurance and Liaison

30 June 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 4 August 2018 Managing National Assessment Report

There were no action items identified in the previous Managing National Assessment Report.

External moderation response to outcomes and processes External moderation outcomes confirm that teachers' assessment decisions are consistent with the standard, providing confidence in the school's internal moderation process. Moderation feedback is reviewed upon receipt of the external moderation report. If a response is needed and moderators report that teacher judgements on a standard are not yet consistent or not consistent in a subject area, the Head of Department or Teacher in Charge is required to complete the 'Response to Moderation' form and submit it to the Principal's Nominee. The NZQA and Reporting Officer follows up to confirm the implementation of actions stated in the Response to Moderation form and to resolve the issue. Their role is to support the Principal's Nominee with all data issues as well as processes including the follow up to internal and external moderation. The process is effective in ensuring that assessor judgements are consistent with the standard.

To further support the improvement of professional assessment expertise, teachers are encouraged to work with subject associations, attend best practice workshops, and collaborate with other schools.

Examination Centre Audit The 2022 Quality Assurance check of the school's examination centre identified that the examination centre is 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)

St Andrew's College has a strong culture of planning and review that is embedded in many areas of college life, including assessment in the senior school. Reviews are formally carried out at all levels of the school and within departments as part of the planning process for future performance and achievement, aiming to support students and improve outcomes.

Review of assessment and reporting practices The school has a teacher-led focus group where consultation with parents has been a key driver. The group's focus has been on student and staff workload and wellbeing, as well as how best to support student achievement at the college. Among the changes is the discontinuation of end-of-year academic reports for senior students, which students, parents and teachers felt were of little use by the time they received them. In their place, they now have a post-preliminary exam academic conference, held after their practice exams at the end of term 3, which is student-led and involves parents and their tutor teacher. Subject teachers brief students on what they need to reflect on. Students also utilise the feedback from their exams to inform their preparations for external examinations. This change has been well-received by parents, teachers,

and students, as the information received is now timely, targeted, and beneficial in preparing students for external exams.

Comprehensive department reviews St Andrew's College has highly effective means of analysing outcomes at department, cohort, subject, individual class, and individual student levels. Departments are required to submit an annual report that reviews all aspects of the department. The review includes department goals, their alignment with the strategic goals of the school, an assessment of the head of department's role, consideration of student voice, and the setting of new goals. The report also includes a review of NCEA student achievement goals. The reviews are an integral part of the teacher appraisal process and lead to the development of individual goals.

The school's data person provides all the necessary data to support departmental reports, while also assisting teachers in enhancing their data literacy to ensure consistency in data analysis across departments. Heads of department are examining value-added measures and include discussion of assessment in their analysis.

Comprehensive reviews have led to modifications in courses and assessments as well as sharing good practice and strategies for improvement. Changes have been made to best meet learning and assessment needs, with the aim of ensuring the best outcomes for students. The school believes this approach has been successful, as careful tracking of students has shown that over the past two years there has been an increase in the percentage of excellence endorsements and scholarships earned.

The school prioritises continuous improvement and has appointed an external provider to identify areas for further support through a cycle of department reviews. These reviews focus on teaching and learning practices and assessment for learning. The review process identifies areas that require attention, and the department then develops an action plan to address the identified issues. As an example, departments are having on-going discussions about strategies to mitigate student workload in both current courses and those planned for the implementation of the NCEA change programme.

Response to the changing interests and needs of the students A review of the curriculum has identified the need for diversification to meet the learning needs and interests of all students. As a result, there has been a significant increase in the number of Memoranda of Understanding with outside providers, enabling a greater variety of opportunities. This expansion includes courses such as First Aid, Forklift License, dual enrolment with Ara, as well as extension courses with the University of Canterbury.

The school has allocated resources to provide a wide range of programmes that enable learning paths that engage students and suit their needs and abilities. Students are no longer limited to traditional learning. The ultimate goal is that each student will be able to pursue a positive pathway based on their interests and abilities.

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).

Tracking and monitoring of all students All senior students receive comprehensive guidance and mentoring regarding career pathways, subject choices, and tracking of their achievements. This support is provided by their year level Dean, Tutor teachers, and the careers department. Teachers use class profiles to assess and monitor students' academic achievements and align their learning programmes with identified student needs. The profiles facilitate the goal of each student improving their knowledge, understanding, and achievement in each subject.

Students who are at risk of not achieving their academic goals are identified, emails sent home, and discussions held with parents and students if a student does not meet internal assessment requirements. The school is proactive in identifying these students and providing necessary support and interventions. Additionally, students who demonstrate the potential to excel at higher levels are identified and encouraged to enter scholarship examinations. The school's culture promotes scholarship as inclusive rather than exclusive. The Head of the Secondary School, along with other senior staff members, uses available data to continually track each student's progress and achievements.

Students requiring Special Assessment Conditions are identified, and all staff members are aware of the learning needs of these students, including the necessary accommodations and entitlements. The Special Needs Coordinator, who has extensive experience, supports students in identifying the most suitable support options for them. This ensures that these students have equal access to all assessments they undertake, promoting equity.

Annually updated college assessment rules and procedures The school has highly effective processes to review and communicate assessment information to staff, students and parents. Assessment information provides comprehensive guidance on the consistent application of best-practice rules for internal assessment. As a result of review two online forms have been created: the 'Application for an Extension' and the 'College Authenticity (Academic Integrity) form.' The latter has been updated this year to reflect advancements in Artificial Intelligence and its impact on plagiarism. Although authenticity remains under review, staff believe that their plagiarism detection systems are as robust as possible. Students and teachers who were interviewed expressed that the extensions form has been helpful, as judgments are equitable, fair, and transparent.

Outcomes for Māori students The school has continued to support outstanding achievement by its Māori students. These students have achieved a 100 percent attainment rate at Levels 1, 2, and 3 over the last two years, with over 90 percent achieving University Entrance, and pleasing retention of these students through to Year 13. The school has appointed a Mana Ōrite Lead Teacher to oversee the implementation of mana ōrite across all curriculum areas. This appointment aims to further support Māori students as well as to educate all students on supporting equal status for mātauranga Māori at the school and maintain the high levels of achievement already attained. This new programme is yet to be evaluated.

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.

Robust internal moderation processes assure credible results are recorded

The College's internal moderation process is integrated as part of the normal quality assurance practice in all departments. Monitoring and documentation by Heads of Department and the NZQA and Reporting Officer ensures that all internal results reported to NZQA have been verified. Internal moderation cover sheets are reviewed by Heads of Department and stored with student work, making them visible to the Principal's Nominee who provides additional checks and support if needed.

Departments ensure that the process used for grade verification is appropriate for each standard and that the verifiers are subject experts. Where experts are not available within the school, teachers have established verification relationships with other schools. Teachers view this process as an integral part of their professional development.

The selection of student work for internal moderation is strategic, with a focus on grade boundaries or areas where a teacher may be uncertain about a segment of the assessment task or schedule. New staff members are supported in this process and provided with further guidance to ensure the effectiveness of internal moderation. If discrepancies arise, all staff members agree on the importance of seeking input from a third party.

The final stage of the department's internal moderation process is an audit, where standards are randomly selected for checking. This audit process is administered by the NZQA and Reporting Officer, who would discuss any issues to the Principal's Nominee. Issues will then be discussed with the Head of Department with an action discussed to resolve the issue.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

St Andrew'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 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
- providing opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- 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 Andrew'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 Andrew'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
- 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.

St Andrew'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
- 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

St Andrew'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 Andrew'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 about assessment

St Andrew'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 Andrew'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 Andrew'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.

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
- *NCEA 2023 Staff Assessment Rules and Procedures Book* (Staff Handbook)
- *Student Handbook, NCEA Rules and Procedures through College Website 2023* (Student Handbook).
- *2023 Year 11 (also 12,13) Full NCEA Rules and Procedures for students*
- Curriculum Assessment Policies for NCEA
- Curriculum Assessment and Reporting Policy

The School Relationship Manager met with:

- the Principal's Nominee
- Head of Data
- NZQA and Reporting Officer
- Heads of Department for:
 - Mathematics
 - Physical Education
 - Visual Arts
- Teachers in Charge of:
 - Agricultural Science
 - Digital Technology
 - History and Classics
- three students

There was a report-back session with the Head of the Secondary School 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.