

Managing National Assessment Report

Christ's College

May 2019

What this report is about

This report summarises NZQA's review of how effectively Christ'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, in combination with the most recent Education Review Office report, 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; 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 2019* (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
- *Curriculum Document Christ's College 2019*
- Curriculum Studies Guide
- *Assessment Procedures NCEA Handbook (Student/Staff Handbook)*
- *2018 Curriculum Review Proposal*
- *Christ's College 2018 Academic Results Board report*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the:

- Principal's Nominee/Assistant Principal – Curriculum and one of five Heads of Teaching and Learning
- Heads of Department for:
 - Chemistry
 - Commerce
 - History
 - Mathematics
 - Media
 - Technology
- three students.

There was a report-back session with the Principal and Principal's Nominee/Assistant Principal – Curriculum 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

Christ's College

15 May 2019

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 most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

What the school is doing well

Christ's College is committed to be a leader in teaching and learning, practice aims to offer its students robust and credible assessment. A strong culture of self-review guides all areas of the school's academic operations, underpinning its pedagogy, programmes and procedures. Evidence of the effectiveness of the school's approach is the consistently high student achievement at all levels of NCEA over recent years including course and certificate endorsements.

The schools' assessment practice is effectively supporting achievement outcomes for all students. The Principal's Nominee, through the Centre for Teaching Excellence and Research, and Heads of Teaching and Learning provide clear direction and support to ensure all teachers' practice is consistent with the schools' expectations. Students are well supported through a variety of new initiatives including having a numeracy specialist, timetabled year 10 literacy classes and a University Entrance literacy catch up programme.

Staff interviewed demonstrated a clear understanding of the schools' quality assurance expectations. They provided evidence of internal moderation practice within their department. Collaboration and shared practice ensure systems are robust and credible.

High external moderation agreement between teachers and NZQA moderators confirm the effectiveness of the schools' internal moderation process. Action plans are developed and monitored. The Principal's Nominee checks that actions have been implemented evaluates the effectiveness of the changes made before the standard is assessed again.

Data analysis is used to inform changes of assessment programmes and school practice. The Centre for Teaching Excellence and Research uses data to inform schoolwide planning while departments use it to evaluate the effectiveness of their courses. Data entries are complete, timely and accurate. Students are encouraged to log in through their NZQA Learner login to monitor their progress. Teachers, tutors and mentors use information to support students and monitor progress. Students are supported to meet their personal academic goals.

The school's community is well informed with fit for purpose communications. The *Assessment Procedures NCEA Handbook* and all curriculum information is

accessible through the College website. The colleges' parent information evening is available online for parents who cannot attend.

The Principal's Nominee/Assistant Principal – Curriculum works closely with staff to foster a culture of collaboration. Teachers work to ensure consistency of assessment and moderation practice where student success is the common goal.

Kay Wilson
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1 July 2019

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FINDINGS OF THIS REVIEW

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

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 6 August 2015 Managing National Assessment Report Items from the 2015 report have been actioned. Responses to the agreed action items include:

- ensuring all reported derived grades are now based on standard-specific evidence
- ensuring that all entries have a grade reported or are withdrawn if students have not had the opportunity to be assessed
- documentation having been updated to reflect the schools' current practice.

Response to external moderation outcomes The college has effective processes to respond to external moderation feedback. Heads of Department who have an issue identified from external moderation are required to complete an action plan to address these concerns. These might include review of the marking schedule, checking exemplars and benchmarks or amending tasks. The Principal's Nominee checks that actions have been implemented by the department and evaluates the effectiveness of the changes made before the standard is assessed again. Results show a high level of agreement with assessor judgements.

Internal review

Evidence for 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)

Curriculum review leads to improvement At the heart of the college's recent curriculum review was the understanding and belief that their teaching and learning should allow each boy to be at their best. The principle of continual improvement led to the College questioning what could be done even better. The guiding priorities were personalisation of learning, student choice and explicit development of the key competencies. The major outcomes were the:

- establishment of a Centre for Teaching Excellence and Research (CTER)
- introduction of Heads of Teaching and Learning (HoTL) to support Heads of departments
- mentoring of all students

The CTER role is to support the Principal's Nominee in ensuring there is a high standard of quality assurance and a shared understanding of best practice. As a result of these initiatives, staff spoken to felt processes and practices around assessment had improved and that there was greater consistency through the sharing of best practice across departments.

Annual Board of Trustees report The Principal's Nominee/Assistant Principal – Curriculum felt department reports needed to reflect on achievement data, successes and challenges, steps moving forward and how the 'Executive' (Executive Principal, Deputy Principal and Assistant Principals) can support departments, teachers and students even better. Departments now summarise the year's achievement, analyse data and report findings to the Principal's Nominee/Assistant Principal – Curriculum who then meets with the Executive and the Board of Trustees. Part of the analysis is to compare the achievement results with the results from similar schools nationally. In 2018, the reports focused on the Level 3 results where the college identified that students were not achieving the excellence endorsements expected. The findings found that this could have been due to the emphasis being placed on New Zealand Scholarship.

Internal Managing National Assessment Review The college carries out its own Managing National Assessment review. This was introduced to ensure that there is a shared understanding around the processes and practices of good assessment. All staff are aware of their obligations towards reporting of results and communication to students of assessment outcomes. This has provided:

- the executive assurance that internal moderation processes are followed
- follow up of issues raised in external moderation
- fair process for all students around assessment practice; special assessment conditions, appeals, resubmissions and further assessment opportunities.

This review confirmed a robust culture of self-review has been established in the college. The college's self-review system is evident throughout departments, the practice of the Heads of Teaching and Learning, and the Centre for Teaching Excellence and Research. Review of assessment practice was observed in many departments and is discussed later in the report. It is evident that the college has the capacity to respond effectively to review and improve on its NCEA assessment practices to meet student needs and enhance achievement outcomes.

No action required

No issues with the college'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 for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

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

- extending assessment opportunities by engaging with external providers
- applying for special assessment conditions including the use of college-based evidence to support applications
- helping students to manage workloads by providing individual assessment calendars and tailoring the number of credits offered to suit student needs where appropriate
- assessing when ready, where appropriate
- supporting students into Science, Technology, Engineering and Mathematics (STEM) subjects with a high Level 3 success for all students.

Christ's College has effective processes and procedures for:

- monitoring the authenticity of student work during the assessment and marking process, including checking google docs, using plagiarism scans and teacher knowledge of the student
- ensuring credible assessment through consistent school-wide assessment practice on late and missed work, extensions, resubmissions, and further assessment opportunities
- reporting Not Achieved for proven breaches of authenticity and where students have been given the opportunity to complete an assessment and submitted no work
- meeting the requirements of the *Privacy Act 1993* when returning student work and maintaining exemplars
- ensuring derived grades are based on valid, authentic and standard specific evidence.

Student mentoring supports achievement outcomes Christ's College has introduced tutor group meetings to provide academic mentoring and goal setting with an emphasis on building relationships and to provide support for students. Tutor group meetings involve:

- discussing academic, future pathways and preparedness for upcoming assessments
- personalisation of assessment programmes and goals
- any student identified as struggling to achieve the literacy or numeracy requirements for NCEA and University Entrance being supported through:
 - a specialist literacy class
 - additional support from a numeracy specialist
 - additional support for University Entrance literacy.

There has been an upward trend at levels one and two of endorsements. The College attributes the high rates of qualifications and endorsement to the effectiveness of the mentoring programmes.

No action required

No issues with the college's management of assessment for national qualifications were identified during this review.

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

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

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

- ensuring all assessment materials are critiqued prior to use to ensure they are valid and fit for purpose
- using suitably qualified subject specialists both within and outside the school to verify a purposefully selected sample of student work to ensure assessment judgements are consistent with the standard
- documenting the internal moderation process by using an *Internal Moderation Cover Sheet*
- Heads of Department monitoring throughout the year that all standards have been through the internal moderation process prior to reporting results to NZQA

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

- randomly selecting samples of student work for external moderation to NZQA requirements
- ensuring samples of student work are provided by being adequately stored.
- discussing external moderation feedback with teachers and Heads of Department, planning actions to address any issues, and monitoring that these are completed. The effectiveness of these changes is evaluated and discussed between the teacher, Heads of Department and the Head of Teaching and Learning.

Self-review of internal moderation process reduced teacher workload A recent review of the college's internal moderation process has reduced workload for teachers whilst maintaining assessment credibility. The review found that for assessments where there was more than one class it was more beneficial to include a pre-marking process before individual teachers marked their own class work. This gives teachers greater confidence in their own judgements and subsequently has meant that teachers are more strategic in their selection of assessments for verification. Verifying assessor judgements now takes less time. The new process has led to richer professional discussions and targeted collaboration.

No action required

No issues with the college's internal and external moderation were identified during this review.

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

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

Christ's College effectively uses assessment-related data to support achievement outcomes for students by:

- annually reporting to the Executive Principal and Board of Trustees an analysis of NCEA achievement
- analysing NCEA results data to develop assessment programmes to better meet the needs, interests and abilities of all students
- identifying students at risk of not achieving an NCEA qualification and providing appropriate support.

Christ's College reports accurate achievement data by:

- reporting results to NZQA on a timely and regular basis
- using Key Indicators and data file submission reports to identify and resolve data errors
- encouraging students to monitor their own progress using their NZQA Learner login and a newly introduced student portal
- students attesting that their entries and results have been entered correctly
- ensuring that internal entries are reported with a result or withdrawn if the student has not had the opportunity to be assessed.

Data used to inform planning Data management and analysis through department reports to the Board of Trustees has improved future planning. Data is being used to evaluate the effectiveness of department programmes and to inform change. All findings are presented to the Principal's Nominee/Assistant Principal-Curriculum for discussion about each departments' strategic plans. The college aim is to support departments to reflect and review their programmes that develop pathways for all students to be able to succeed.

It is recommended that the college investigate the reasons for the high absentee rate for the NZ Scholarship examinations.

No action required

No issues with the college'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 for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Christ's College has effective processes and procedures for:

- informing staff of updates to NCEA information throughout the year via emails, staff meetings, Heads of Department meetings and through Heads of Teaching and Learning.
- annually reviewing the staff/student/parent *Assessment Procedures NCEA Handbook*, to ensure it is fit for purpose, relevant and current
- regularly communicating assessment information to students and their families using a range of media such as email, through the college newsletter and putting all information on the college's website
- reporting to families on student progress towards qualifications, including providing online access to the information through the newly introduced parent portal
- ensuring all course outlines use the same template to provide consistent information to students.

Christ's College assists common understanding of assessment practice by:

- regularly holding assemblies to inform students of college assessment policies and procedures
- informing teachers about assessment best practice and providing opportunities to discuss changes in staff and Heads of Department meetings and through the Heads of Teaching and Learning.
- providing information to students and parents of what is required to gain a qualification.

Improving access to information for students and parents The college has improved their access to NCEA information for all students and parents. This has been achieved by ensuring the *Assessment Procedures NCEA Handbook*, the *Curriculum Document* and the *Curriculum Studies Guide* are on the college's website. Due to distance, a number of Christ's College parents are unable to attend the information meetings the school holds. To ensure that these parents don't miss out on important information around NCEA assessment processes and practices, the presentation is videoed and placed on the College website.

The students interviewed were well informed, felt supported and knew where they could go to access information if required.

No action required

No issues with the way in which the college maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.