

Managing National Assessment Report

Marian College
August 2022

FINDINGS OF THIS REVIEW

Marian College

24 August 2022

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 2021*.

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 2020.

Actions and considerations

Agreed actions

The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. This is:

| Action | Timeframe |
|---|--|
| Credible assessment practice to meet student needs | |
| Report unexpected event grades to NZQA | By the 2022 external assessment period |

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- encouraging staff to use the function to query external moderation reports where they need further clarification
- reviewing the process for ensuring students register and use their Student/Learner login so they can access the functionality it provides.



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School Quality Assurance and Liaison

1 December 2022

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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 Item from 27 July 2017 Managing National Assessment Report The action item has been resolved by providing staff with tools to help maintain the privacy of results when sharing them with students and regularly reminding them about good practice.

External moderation processes and response to outcomes The school has effective processes to respond to external moderation. The Principal's Nominee has recently streamlined the process, so although all reports are discussed with the relevant staff, a written response is only required where there is an issue. The Principal's Nominee follows up on the effective completion of actions. A very small number of subject areas have a pattern of ongoing Not Yet Consistent outcomes. Whilst the actions have resolved the issue raised in the individual moderation reports the school should investigate if there are underlying issues around assessment practice that need resolving.

Moderation outcomes show that overall, the school has a high rate of assessment judgments consistent with the standard. Where there are inconsistent judgments, the school should consider encouraging teachers to use the function in the moderation application to query reports where they feel they would like further clarification or feedback.

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)

Marian College has effective self-review processes in place.

A major part of current school self-review is focused towards a move to a new site for the school, researching how to make best use of the opportunities this creates, and actioning major changes that could last for several years.

Staff are working in groups exploring various possibilities to then make recommendations to the wider community to feedback on. Current areas being explored include:

- the most appropriate level of engagement in NCEA Level 1 assessment
- how to make the most of the facilities available on the new site including a more robust digital infrastructure
- subject offerings, including which should be compulsory at which level
- working with different local schools and the possible impact on timetable structure.

Whilst exploring the opportunities a new site will provide, normal review processes are continuing with a whole school focus on cultural responsiveness and knowing students so their needs can be effectively met. These changes were started in the

junior school curriculum and aim to build towards creating a senior programme that ensures learning and assessment is accessible to all. This goes beyond the benefits of knowing students in a small school and focuses on the school and the students knowing who they are and where they are going. Understanding this will lead to the school reviewing how they currently operate and why, and deciding if there are more appropriate ways of working. This engagement is illustrated by having a Filipino student leading a session with staff about their experiences, integrating the use of Te Reo Māori, and considering extending the schools Mana Wahine programme into Year 11.

Learning Area review occurs through a formal board report, a rota of external review of Learning Areas offering a fresh viewpoint on department processes, and more informal teacher level self-reflection. Learning Area goals and review focus on priority learners, the school's annual plan and department priorities, and are designed to lead to next steps that move department practice forward.

Review of school wide assessment practice happens in response to need. Recent examples include changes to extension procedures to meet the demands of absences due to Covid-19 and producing an assessment summary guideline document to support new teachers and Heads of Learning.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Planned engagement in digital external assessment The school has a staged and planned approach to engage in digital external assessment. This started in 2020 with small numbers in an individual subject, and this year has led to entering students in the literacy and numeracy pilot. This approach means they can trial assessing larger numbers of students in a lower stakes assessment to ensure they have good processes in place for expanding engagement once they move to a new site with a more robust digital network.

Student progress is effectively tracked, and mentoring is in place to improve achievement outcomes The school effectively uses data to track student progress, with mentoring focused on supporting individuals to improve achievement outcomes.

All students are in vertical Wā Whānau groups where their mentor helps them to explore their aspirations and set goals, track their progress, check standard entries, and discuss any support they need to support their future desired pathways. This support includes extending students, such as individual Year 10 students being assessed in a Level 1 subject. This is supported by Deans working with individuals, teacher year level meetings to discuss students, class teachers having the necessary information to support their students and work with targeted groups such as Pacific students or students disengaged from school.

Review the process to reporting Derived Grades as Unexpected Event Grades to NZQA The number of unexpected event grades the school has reported to NZQA has dropped from 85% of external entries in 2019 to 47% in 2021. The school needs to ensure that results are reported to NZQA, so they are available if required for awarding results to students.

The school has robust systems in place to provide valid assessment opportunities to generate the grades, but needs to ensure that markbooks in the student management system are managed correctly so they are submitted to NZQA.

Consider reviewing the process to support students to register and access their NZQA Student/Learner login Where students do not access their NZQA Student/Learner login, they cannot take advantage of the functionality it provides. This includes access to digital exams, checking the reporting of results, applying for reconsideration and reviews for external assessments, and ordering certificates and their Record of Achievement. Knowing students have access to their login will support the schools progress towards wider engagement in external digital assessment. The school should consider reviewing their processes to ensure students register and use their Student/Learner login.

In recent years, around 50 to 60 percent of students have accessed their logins. Students who do not use their NZQA login currently check their internal results and external entries through the school's student management system and with their Wa Whānau mentor.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Staff constructively engage in moderation Heads of Learning Area understand the importance of their role in assuring moderation meets it's intended purpose. The samples of work moderated are targeted at borderline pieces and wider sampling occurs with new assessors, standards, and contexts. Meaningful information is recorded on the *Internal Moderation Cover Sheet* so they can be used to inform future decisions. In discussion with the Principal's Nominee many subjects suggest standards for external moderation as they are seeking feedback as they have tried something new and want a robust critique of their grade judgments.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Marian College has effective processes and procedures for meeting the assessment needs of their 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Marian 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Marian 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.

Marian 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

Marian 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.

Marian 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.

Effective communication to inform staff, and students their families about assessment

Marian 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.

Marian 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 Marian 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 2021* (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 2022* (Assessment Rules).

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
- *Marian College NCEA Assessment Procedures 2022* (Staff Handbook)
- *Marian College Staff NCEA guidelines*
- *National Certificate in Educational Achievement, Student Information 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning Area for:
 - English
 - Music
 - Physical Education and Health
 - Religious Studies
 - Social Science
- Teacher in Charge of:
 - Drama
- 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.

Background

As a result of the Christchurch earthquakes the school continues to operate out of temporary accommodation. They should relocate to new permanent site in 2023.