

Managing National Assessment Report

St Hilda's Collegiate School

June 2023

FINDINGS OF THIS REVIEW

St Hilda's Collegiate School

1 June 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 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 and Considerations

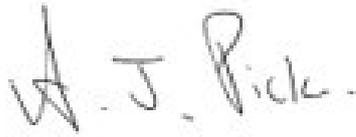
For consideration

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 query function in the external moderation application
- updating school assessment processes to include progress indicators for the revised NCEA Level 1 standards
- ensuring all staff are aware of and have access to NZQA's Pūtake assessor support for internal assessment.

No action required

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



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25 July 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 22 March 2017 Managing National Assessment Report

There were no action items from the previous Managing National Assessment Review.

External moderation response to outcomes and processes Where matters are raised in moderator reports, the school has effective processes to ensure that it responds appropriately by developing action plans to modify assessment practice.

The processes for responding to external moderation feedback are coordinated by the Principal's Nominee. In conjunction with the Head of Department, she meets with the relevant teacher, records their response, and follows up on agreed actions. These records are shared with the senior leader responsible for assessment. The school's moderation outcomes give senior leadership confidence in the appropriateness of actions.

Where there are inconsistent judgements, the school should encourage teachers to use the functionality in the moderation application to request clarification to enhance their understanding and give feedback to NZQA on moderation reports. In their report to the Board, Departments report on their response to external moderation so that the Board has a lens on the integrity of assessment.

NZQA moderation outcomes show that overall, St Hilda's Collegiate School has a high rate of assessment judgements consistent with the moderated standards. This is evidence of effective internal moderation processes and response to external moderation feedback, supporting the credibility of results reported to NZQA.

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 Hilda's Collegiate School has a strong culture of planning and review embedded in decision-making for improvement, which includes the assessment of senior students. Review is a formal part of whole school and department planning to best meet the needs of students and to support their achievement outcomes. Student voice contributes to classroom teacher feedback and a student well-being survey provides further information about teaching, learning and assessment. Comprehensive data analysis also informs and drives change at school and departmental level. Individual academic success is a key focus of the school. The school sets high academic standards for students and provides the support needed to reach their qualification goals. Consistently excellent results in NCEA and New Zealand Scholarship is testimony to the successful approach by the school.

Review of NCEA levels of assessment From 2022, the school discontinued offering NCEA Level 1 as a qualification outcome for Year 11 students. The Senior Leadership Team initiated this change in response to the effects of over-assessment on student well-being as well as the aspiration for students to value learning rather than credit accumulation. Senior leadership used research and student accounts of

their NCEA Level 1 experiences, consultation with staff and with the parent advisory group to decide on what assessment students would be offered in their subjects. Each Year 11 subject offered only one standard per subject for assessment at NCEA Level 1, although the English and Mathematics courses gave adequate opportunity for students to gain literacy and numeracy.

Students and staff have responded positively to the flexibility, breadth and quality in learning enabled by changes to the Year 11 programme. Students from the 2022 cohort reported that they were doing the learning even if it was not being assessed. They were able to sample the flavour of a subject without assessment stress and explore other learning opportunities and programme pathways related to their interests through external providers. Heads of Department and teachers enjoyed the time freed up from assessing to engage in quality learning. The school has collected feedback from staff, student and whānau and is planning an evaluation of their Year 11 programme to inform their approach to NCEA Level 1 in 2024.

Readiness for NCEA changes The school's current responsive assessment practices mean they are well placed to implement the changes to the qualification. The school's assessment processes assist assessors with flexible strategies for gathering evidence tailored to students' learning styles and provide opportunities to report results for a learner's best performance, where standard-specific, authentic, verifiable documented evidence exists.

The school has extensive involvement in digital examinations, including assessment of literacy and numeracy, and teachers are proficient users of Assessment Master. This gives the school confidence in their readiness for the digital first approach of the NCEA Change Programme.

To ensure readiness for the changes to NCEA, the school is encouraged to update their assessment processes to develop progress indicators for the revised standards in each subject. This would support the school's review of assessment at NCEA Level 1, where reporting for Year 11 is focused on learning behaviours rather than grades and uses the levels of the New Zealand Curriculum.

Assessor support available The school is encouraged to ensure all staff are aware of and have access to NZQA's assessor support for internal assessment. The Pūtake assessor tool supports teachers to grow and reinforce their assessor judgements. The available modules on authenticity and digital assessment using Assessment Master would also support the development of assessor practice.

External feedback to enhance department review The school's philosophy is to seek external feedback to support Heads of Department to lead teaching and assessment improvements and to develop staff capability. The school values this external lens for an unbiased evaluation of current practice. Each year an external assessor carries out the review of a department, conducting interviews with students and staff, and analysing achievement of departmental goals. This process is complementary to the annual department reports that are focused on providing quality learning experiences that engage students in their learning and improve assessment outcomes. These checks, including of school processes and NZQA requirements for assessment, enable any issues to be identified and help ensure school-wide consistency of practice. School assessment leaders support Heads of Departments to take action to make improvements where needed.

High achievement outcomes for Māori students The school's Māori student achievement continues to be outstanding, alongside that of their peers. Māori

students have achieved a 100 percent attainment rate at Level 3 over the last two years, with around 90 percent of students achieving University Entrance. There is high retention of Māori students through to Year 13. The school is now consolidating their approach to Mana Ōrite, firstly by continuing to consult with Māori students around all aspects of school life to find out what they want their learning to look like. This consultation aims to further support Māori students and maintain their high levels of achievement as well as to educate all students on supporting equal status for Mātauranga Māori at the school.

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).

Assessment-related communication is current The school's communication to staff and students is highly effective, ensuring consistent and fair assessment practice. Assessment processes are clearly described and comprehensive in staff and student documentation. These are regularly updated based on communication from NZQA and ongoing staff discussion on policy and procedure. Staff and students report that they are updated by the Principal's Nominee with assessment information in a timely manner to ensure readiness for upcoming events. The school's Senior Leadership Team is confident that the school has credible assessment practice that supports students' attainment.

Effective monitoring and tracking of student progress All students are supported to achieve through a coordinated approach by Year Level Deans, classroom teachers and Heads of Department. Student notes on learning and attainment progress are maintained from the start of schooling. If a student is identified as being at risk of not achieving qualifications or the literacy and numeracy requirements, the Dean will find out from the student what is happening for them. This could lead to early notification of the concern to teachers and whānau and discussions about possible interventions with teachers. Outcomes include teachers helping the students to focus on the must do, modifying academic programmes and further pastoral support.

A Literacy and Numeracy group has input from all learning areas and identifies the literacy and numeracy opportunities across the curriculum. Tracking is done by the Heads of Department of English and Mathematics, with overview from senior leadership. These provisions by the school have proved effective in providing rich opportunities to strengthen students' literacy and numeracy skills, enabling students to attain national qualifications and University Entrance.

Special assessment provision is well supported Students who require Special Assessment Conditions are identified by staff, whānau and through self-identification. This initiates a process to gather information and by Year 10, the school has comprehensive plans to support these students. All staff are aware of the learning needs of identified students to ensure they receive the appropriate support to which they are entitled for both internal and external assessment. This provides these students with equity of access to all assessments they are attempting.

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).

Strong internal moderation processes are in place The Senior Leadership Team and Principal's Nominee share responsibility for the quality assurance of assessment practices in the school. The Principal's Nominee has good knowledge and oversight of all NCEA-related practices which instils senior leaders with confidence that school moderation processes meet NZQA requirements.

Heads of Department facilitate the sharing of good practice between teachers in their departments to ensure a common understanding of internal and external moderation requirements and an awareness of NZQA's quality assurance requirements for derived grade material and evidence. Teacher judgements are verified by qualified assessors in the school where available and teachers also have ongoing verification arrangements with colleagues at other schools. The school has embedded into practice complete and rigorous internal moderation processes to facilitate effective quality assurance.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

St Hilda's Collegiate School 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

St Hilda's Collegiate School 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 Hilda's Collegiate School 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 Hilda's Collegiate School 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 Hilda's Collegiate School 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 Hilda's Collegiate School 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 and their whānau about assessment

St Hilda's Collegiate School 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 Hilda's Collegiate School 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 Hilda's Collegiate School:

- 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 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
- *St Hilda's Collegiate School Assessment Handbook 2023* (Staff Handbook)
- *St Hilda's Collegiate School Assessment Procedures (Year 11, 12 & 13 Courses) 2023* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - Arts
 - English
 - Technology
- Teachers in Charge of:
 - Accounting
 - Chemistry
 - Geography
- three students.

There was a report-back session with the Deputy Principal (Curriculum/Assessment) 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.