

# Managing National Assessment Report

## Columba College

May 2022

# **FINDINGS OF THIS REVIEW**

## **Columba College**

**18 May 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 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 2020.

## **Actions and considerations**

### **Agreed actions**

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

<b>Action</b>	<b>Timeframe</b>
<b>External and internal review</b>	
Monitor that external moderation action plans have been completed and their effectiveness has been evaluated	By the end of 2022

### **For consideration**

To extend good practice in meeting student / ākongā needs and supporting assessment practice, the school is encouraged to consider:

- Sharing ownership of assessment review across the staff, to contribute to ongoing improvement of assessment processes
- Verifying only a strategic sample of student grades for internal moderation
- Complementing existing monitoring of internal moderation processes by including ongoing tracking of these processes by senior leaders throughout the year.

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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 9 March 2017 Managing National Assessment Report** The school has completed the agreed action item from the 2017 report by introducing systems to improve the monitoring of internal moderation. These include Heads of Department completing attestation documents at the start and end of the school year, followed up with meetings with the Principal's Nominee to review department quality assurance processes. This includes a check that all standards have been internally moderated and helps to confirm the credibility of their reported results.

**External moderation processes and response to outcomes** The school should introduce a process to monitor that external moderation action plans are completed and evaluated by Heads of Department. The process could be overseen by the school's Senior Leadership Team as part of their curriculum area review meetings with Heads of Department.

Evaluating the effectiveness of the implementation of planned actions could strengthen internal moderation processes and ensure that any issues are responded to as they arise. Each Head of Department currently completes a moderation reflection document on receipt of their subject's external moderation feedback. The reflection process includes the development of an action plan where necessary to address any issues identified in the report.

Senior management have agreed to strengthen their external moderation processes as suggested.

### 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)*

Senior leaders have identified that further strategic leadership of assessment would help to ensure that assessment is aligned with school goals, purpose, and action. The Principal's Nominee is developing his role to include leading relevant professional learning to support effective assessment practice, including implementing review processes and clearer lines of communication to staff and students.

An established practice of departmental review is developing to include school-wide changes to assessment practices to meet student needs. These include reviewing how student work is submitted and managing due dates. Departmental review of courses and assessment programmes is ongoing as part of professional practice within the school. Each Head of Department reports their analysis of achievement and progress towards goals to the Principal in an Annual Curriculum Intentions statement that contributes to the school's annual plan.

**Shared ownership of assessment review** The school is considering how sharing ownership of assessment review across the staff could assist them in meeting the

challenges of the NCEA change programme and contribute to the ongoing improvement of assessment. Further involvement by Heads of Departments in processes such as monitoring the completion of internal and external moderation processes, and reviewing assessment procedures such as digital assessment is planned, to improve teachers' understanding of the purpose of these processes and reduce the administrative workload of the Principal's Nominee.

Heads of Department and senior leaders are aware that the implementation of the NCEA Change programme will likely have significant impact on a range of assessment processes within the school. Several departments are participating in NCEA standard pilots in 2022. Ongoing shared review will assist with the school's ability to effectively deliver the NCEA qualification during the transition period.

## 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)*

**Increased use of the flexibility of the qualification to meet student needs** In response to the disruption caused by COVID-19, the school has used the flexibility of NCEA to adapt its assessment practices to meet changing student needs. Assignment deadline expectations now take into account individual student circumstances and students spoken to during this review appreciate the impact that this has had on ameliorating their anxiety about high-stakes assessment. Student work is increasingly being completed digitally, allowing students to participate in digital examinations and pilot NCEA Change achievement standards with confidence.

## Quality assurance 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)*

**Verifying a strategic selection of student work** The school could consider ensuring that teachers have a common understanding of the purpose of strategic selection of student work for grade verification. All teachers spoken to for this review described using subject specialists to verify grades awarded on a strategically selected sample of student work. In some cases, teachers were also including an extended random selection of student work in the selection to be verified. This could lead to unnecessary workload for teachers as well as confusing the purpose of strategic selection which is to ensure that teacher judgements are consistent with the standard, especially at grade boundaries.

**Monitoring internal moderation processes** Ongoing tracking of internal moderation would help to identify and respond to any issues as they arise and ensure more consistent documentation of the end to end process. The school could enhance its existing process for monitoring internal moderation by Heads of Department by including ongoing tracking by senior leaders throughout the year. Internal moderation records are currently retained within department files, with Heads of Department attesting to the completion and monitoring of moderation processes on an annual basis. A digital monitoring system would complement the increasingly digital storage by departments of student work and assessment materials.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students / ākongā

**Columba College has effective processes and procedures for meeting the assessment needs of their students / ākongā by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā 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 / ākongā 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.

**Columba College has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākongā 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 / ākongā privacy in the issuing of student / ākongā results.

## **Effective internal and external moderation to assure assessment quality**

**Columba 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 grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes

**Columba College has effective processes and procedures for managing external moderation by:**

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

**Columba College effectively uses assessment-related data to support achievement outcomes for students / ākongā by:**

- monitoring and tracking student / ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Columba 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 / ākongā and teacher / kaiako 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 / ākonga and their families / whānau about assessment**

### **Columba 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 / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākonga success, [such as the holding of parent gatherings].

### **Columba College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- informing students/ ākonga about suitable learning pathways
- supporting students / ākonga 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 Columba 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 / ākonga 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 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 2021* (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 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 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
- *2022 Senior School Student Handbook – Columba College*
- *Columba College Quick NCEA and Referencing Guide 2022*
- *Assessment and Moderation Process – Columba College*

The School Relationship Manager met with:

- the Principal's Nominee
- Head(s) of Faculty/Department for:
  - Chemistry
  - Commerce
  - English
  - History
  - Mathematics
  - Physics and Science
- three students / ākongā.

There was a report-back session with the 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.