

Managing National Assessment Report

St Peter's College, Gore
August 2022

FINDINGS OF THIS REVIEW

St Peter's College, Gore

4 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 a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Review school assessment information to ensure that it is fit for purpose	By the end of 2022
Use external moderation feedback to support the review of internal moderation processes	By the end of 2022
Credible assessment practice to meet student needs	
Develop staff capability in assessing students when they are ready and using a range of methods for collecting assessment evidence, to meet student needs	In preparation for 2023 assessment programmes
Ensure that staff and students share a common understanding of resubmission and further assessment opportunity rules	Immediately
Ensure that quality assurance processes for derived grades are consistently applied and their completion documented	By the end of Term 3 2022
Support students to understand what they need to achieve in order to gain a qualification	Immediately, and in preparation for 2023 programmes

For consideration

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

- encouraging teachers to request standards for external moderation so that feedback is timely and relevant to current assessment programmes
- continuing to review its response to the NCEA Change Programme, to ensure that all curriculum areas are prepared for full implementation in 2024.



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19 September 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 Items from 6 September 2017 Managing National Assessment Report

School staff and student NCEA handbooks were updated after the 2017 review. Regular and systematic review of assessment communications is still needed to ensure that they are not only accurate but that the methods of communication remain fit for purpose in a more digital environment. Access to up-to-date information will assist staff, students and parents to have a full understanding of NZQA and school assessment policies.

External moderation processes and response to outcomes The school has effective processes to follow up and resolve any issues identified by external moderators. External moderation results are largely positive, affirming that the majority of assessor judgements are consistent with the standard. Heads of Essential Learning Areas value external moderation for the feedback provided, and access suggested resources and make amendments to assessments as required. The storage of completed student work is increasingly digital, ensuring its availability to meet external moderation requirements, and for use as exemplars in the internal moderation process.

A process to review responses to external moderation is in place, with effective follow-up and monitoring by the Principal's Nominee that evaluates actions taken within the current school year. This complements the discussion and monitoring that occurs within departments. As a next step in the evaluation of external moderation feedback, the school should link external moderation feedback to a review of internal moderation processes, including the selection of subject expert verifiers. This would both support accurate assessment decisions and teachers' professional learning.

The school could consider further encouraging Heads of Essential Learning Areas to request standards for the 2023 plan to ensure that all resultant feedback is timely and relevant to current assessment programmes.

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)

School senior leaders have been developing the ownership of assessment processes and review by Heads of Essential Learning Areas, to encourage a more consistent and coherent approach to review that aligns with school strategic goals. Assessment review occurs within each learning area, with a range of approaches and priorities across the school. A coordinated approach to self-review could lead to greater sharing of good practice and a more consistent understanding of the purpose of assessment processes such as internal moderation. Some learning areas use the flexibility of standards and assessment conditions to ensure that students are assessed when ready and according to their needs. This could be a useful focus for review, particularly in preparation for the implementation of the NCEA Change Programme.

St Peter's College is continuing to clarify its strategy in response to the requirements of the NCEA Change Programme. Some students have participated in digital external assessments and given positive feedback, and the school is increasing its digital entries in 2022. The school could consider further discussions with teachers about how the new standards will be introduced and the associated implications for assessment practice and school courses. This would help to ensure that all teachers and school systems are suitably prepared for the digital first focus of NCEA changes and test the readiness of the school's digital infrastructure.

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)

Further adapting assessment practices to meet student needs St Peter's College has a strategic goal of fully leveraging student-driven flexibility, which will require developing staff assessment capability in some learning areas. A number of teachers have made adaptations to assessment practices as a result of COVID disruptions. These illustrate the benefits of assessment flexibility in improving student engagement and achievement outcomes. Adaptations made include using digital tools to monitor and give feedback on student progress towards assessment and increasing the number of set checkpoints in long-term projects. Some learning areas have developed a range of approaches for collecting evidence for assessment when students are ready rather than in single high-stakes assessments, and in exploring different methods of assessment. This approach will be useful when new larger NCEA achievement standards are introduced.

Extension of flexible practices across learning areas would assist in increasing students' willingness to try submitting different forms of evidence and developing teachers' understanding of the range of strategies available to ensure the authenticity of student work.

Rules and procedures for resubmission and further assessment opportunities require clarification Resubmission and further assessment opportunity explanations and rules need to be clarified in staff and student handbooks, and in discussion with teachers. Although there are small numbers involved, it is important that expectations are consistent and clearly communicated to ensure that each assessment is fair and credible, as well as responsive to student needs.

Consistent application of school procedures for valid evidence gathering for derived grades needed St Peter's College procedures involve grades submitted as potential derived grades being subject to a quality assurance process, yet this process is inconsistent between subjects and is yet to be documented. The Principal's Nominee is developing systems to monitor that evidence exams are critiqued, and grades verified before they are submitted to NZQA.

School examination expectations and requirements mirror external examinations so that students are familiar with examination rules and to ensure the validity of their grades.

Supporting students to understand what they need to achieve in order to gain a qualification The school could consider reviewing the information they make readily available to teachers and students about the details of the requirements of

NCEA and the University Entrance award, to support students' understanding of their assessment programmes. Students spoken to for this review said that there were aspects of assessment that they needed explained further, and they would appreciate receiving more detailed information to assist with decision making and tracking their own progress. They were confident that they could approach staff to clarify qualification requirements and ask about their individual programmes.

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)

Verifying grades awarded for a purposeful selection of student work The school should consider ensuring that teachers have a common understanding of the purpose of strategic selection for grade verification, to assist in managing teacher workload. All teachers spoken to for this review described using subject specialists to verify grades awarded on a purposefully selected sample of student work at grade boundaries. In some cases, teachers were also verifying a wider selection of student work to reach a predetermined number. Strategic selection considers factors such as experience with the standard and assessment activity, subject expertise and external moderation history to determine an appropriate sample size.

Teachers value the verification process for its professional learning component, as well as the support available from colleagues at other schools and through subject associations.

Monitoring internal moderation processes Ongoing tracking of the completion of internal moderation processes helps the Principal's Nominee to identify and respond to any issues as they arise and ensures consistent documentation of the end-to-end process. Staff are unable to enter grades until the Principal's Nominee has received confirmation of internal moderation, affirming that all internal grades submitted to NZQA have been quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

St Peter's College, Gore has effective processes and procedures for meeting the assessment needs of their students by:

- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- assessing students when they are ready
- 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.

St Peter's College, Gore has effective processes and procedures for:

- managing missed or late 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

St Peter's College, Gore 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 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 Peter's College, Gore 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.

Effective management and use of assessment-related data

St Peter's College, Gore uses assessment-related data effectively 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 Peter's College, Gore 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 Peter's College, Gore has effective processes and procedures for:

- 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, such as the holding of parent gatherings.

St Peter's College, Gore 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.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively St Peter's College, Gore:

- 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 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
- NCEA Staff Assessment Procedures – St Peter’s College, Gore 2022
- Assessment Procedures for Senior Students 2022 – Information for Students and Caregivers – St Peter’s College, Gore 2022
- Senior Studies Course Information 2022 – St Peter’s College, Gore
- Relevant school policies

The School Relationship Manager met with:

- the Principal’s Nominee
- Deputy Principal – Curriculum and Assessment
- Heads of Department for:
 - English
 - Mathematics
 - Physical Education
 - Science
 - Social Studies
 - Technology
- 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.