Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Managing National Assessment Report

Sancta Maria College

May 2024

FINDINGS OF THIS REVIEW

Sancta Maria College

10 May 2024

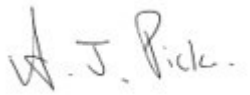
Consent to assess confirmed

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 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 12 August 2019 Managing National Assessment Report The school has addressed the action items from its last Managing National Assessment report in 2019.

The staff handbook has been updated requiring that shared samples of student work meet the requirements of the Privacy Act 2020 and commercial tasks used to generate evidence for derived grades are securely managed.

Outlier reports Since 2021, the school has had four subjects with outlier reports for external/internal assessment results and derived grades. The school requires subject leaders to prepare a report for Senior Leadership on the potential reasons for the outliers and must develop an action plan and mitigations to address the issue. This process is monitored by the Principal's Nominee.

External moderation response to outcomes and processes High consistency rates for external moderation reflect the school's robust internal moderation processes and effective follow up to external moderation feedback.

Heads of Department document external moderation outcomes and the actions taken to resolve issues identified by NZQA moderators. Teachers reflect on external moderation feedback including querying and appealing outcomes to assist with their understanding of the standard and to inform changes to assessment tasks and grade decisions.

The Principal's Nominee monitors the progression and effectiveness of agreed actions against expected outcomes and rates of consistency of assessment judgements to identify developing trends and issues in a subject area and inform potential improvements. Appropriate support to improve practice is facilitated by senior leadership if required. The Principal's Nominee is encouraging teachers to use Pūtake, NZQA's Learning Management System to ensure currency on the interpretation by moderators of sufficient evidence to award grades. Currently only two teachers from the school have logged into Pūtake which should increase as more subject resources are added.

Exam Centre Quality Assurance Check
An NZQA examination audit in 2022 found the school fully compliant.

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)

Sancta Maria College has developed a culture of continuous self-review in which it effectively manages change to ensure current, credible assessment and moderation practice. This culture is based on high expectations, a shared strategic direction and clarification of practice by school leaders. All teachers are expected to take ownership of their student results and deliver consistent credible practice. Within this context the school encourages innovation to improve outcomes through review and

resourcing teachers to develop the capability to manage change. In terms of student achievement, the school consistently performs above schools with few socio-economic barriers. To maintain this level of delivery the school has recently engaged in a number of reviews to improve practice and meet the requirements of the NCEA Change Programme.

A recent strategic focus has been on meeting the assessment needs of priority learners. A navigator programme has been established in which all students are assigned to a teacher navigator to support them to develop career pathways that meet their aspirations, interests, and abilities. Each week students meet with this teacher to discuss their progress to meet assessment goals. These discussions are supported by in-depth tracking data supplied through the school's Student Management System. Guidance is provided on course design, preparing for assessment opportunities and evaluation of future steps to achieve aspirational goals. At risk students are identified as priority learners and are provided with further support from year level Deans and Guidance staff in conjunction with their families.

To further support priority learners, Special Assessment Conditions provisions have been reviewed to provide students with more effective interventions and manage the increasing numbers requiring this support. The Special Needs Co-ordinator has developed more robust processes to evaluate and designate Special Assessment Conditions for a greater range of students using the notification tool. All identified students are tested, and their conditions discussed with parents, guidance staff and their teachers. The school uses a recently established group of trained volunteers to provide this support ensuring the entitlement of all students is met.

Since its introduction, the school has taken an active role in digital external assessment, including participation in a number of pilot examinations. In 2023, twenty five percent of the students enrolled for external assessment opportunities used the NZQA Assessment Master platform. To further support students to gain the NCEA Co-requisite, the school has focused on literacy, and where appropriate, numeracy-rich teaching strategies across all subjects from Year Seven. This intervention, supported by regular PaCT Learning Progression Framework testing, has enabled students to perform at a high level in the Literacy and Numeracy Common Assessment Activities.

In response to the development of artificial intelligence, the school has reviewed its authenticity policy and practices. Student work from all internal assessments is checked by a range of plagiarism checkers before it is submitted. If plagiarism is identified, the potential breach will be notified to the Academic Misconduct Group to be investigated and a Not Achieved grade is awarded, if proven. The role of this group is to provide fairness, consistency and rigour in the investigation and management of authenticity issues. Where appropriate, assessment opportunities are delivered in a secure environment where assessments are managed on a platform that can be monitored over a number of sessions.

The school has recently reviewed the annual reporting procedures by subject leaders to the Board of Trustees (BOT) to encourage middle leaders and teachers to take ownership of their student achievement outcomes. Subject reports to the BOT now include achievement data, student voice, interventions for identified priority learners and external moderation outcomes. Action plans have to be prepared by subject leaders to address any issues identified in the report with the outcomes also reported to the Board of Trustees.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Academic Integrity is valued The Principal's Nominee has developed robust systems to ensure assessment procedures and practices are understood and consistently applied. The school has clearly documented assessment procedures which were articulated by teachers and students involved in the review. Effective practice was evident in missed and late procedures, the investigation of appeals, the management of resubmissions and further assessment opportunities, ensuring student privacy and the collection of standard specific evidence to report credible grades. Students are clear about expectations which is evident in the low number of applications for late assessment opportunities.

Support to meet the needs of students Heads of Department evaluate the effectiveness of learning and assessment programmes through analysing NCEA achievement data, student voice, and amending or introducing new courses as needed. Departments provide differentiated courses within a year level, which comprise of different approaches to teaching, learning, and gathering evidence for achievement. Students have the opportunity to engage in short term and year-long courses with external providers, including linking with local employers or Te Kura to support individual well-being and learning needs.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

The school's internal moderation process is effective as evidenced by a comprehensive documented practice shared and owned by all teachers.

The Principal's Nominee thoroughly reviews the moderation process of each department annually, including reconciling internal moderation records with actual practice through the Student Management System's internal moderation tool. She works collaboratively with departments focusing on supporting teachers to confidently meet school moderation expectations.

Sound practice was demonstrated by Heads of Department interviewed for the review for critiquing tasks, strategic selection of samples of student work and verification by internal and external subject experts. All teachers were professionally involved in subject associations to maintain current practice and where appropriate have been involved in pilot trails for the new Level One standards.

Teachers assessing against Workforce Development Council standards are required to follow the same quality assurance processes within the requirements of the relevant standard setting body.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Sancta Maria College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Sancta Maria 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

Sancta Maria 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.

Sancta Maria 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

Sancta Maria 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.

Sancta Maria 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
- 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 and their families about assessment

Sancta Maria 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.

Sancta Maria 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 Sancta Maria 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.

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 NCEA Co-requisite Standards, and Candidates 2024.*

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
- *Sancta Maria College, 2024 NZQA Staff Handbook, Policy and Procedures*
- *Sancta Maria College, NCEA Student and Parent Handbook, 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Senior School
- Deputy Principal – Junior School
- Deputy Principal – Teaching and Learning
- Heads of Department for:
    - Careers
    - English
    - Gateway Co-Ordinator
    - Learning Support
    - Mathematics
    - Religious Education.
- three students.

There was a report-back session with the Principal, Deputy Principals of Senior School, Junior School, Teaching and Learning and the 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.