

Managing National Assessment Report

Dilworth School

September 2023

FINDINGS OF THIS REVIEW

Dilworth School

6 September 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 2022.

Actions

Agreed actions

The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Remind staff to ensure student privacy is safeguarded during the grade sign-off process.	At the beginning of 2024.
Establish a process to monitor that all school-based grades for the purpose of derived grades have been quality assured.	Immediately.



Amanda Picken
Manager
School Quality Assurance and Liaison

24 October 2023

NZQA

0800 697 296

www.nzqa.govt.nz

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 20 June 2019 Managing National Assessment Report

There were no required actions from this report.

External moderation response to outcomes and processes Dilworth School has effective processes to address issues identified from external moderation. The Principal's Nominee monitors all external moderation reports and works with Heads of Learning Area where there is an identified issue. This may also involve discussions and planning with the Director of Curriculum. Action plans to respond to issues are created as required. This includes teachers being supported with professional learning and development to help improve their assessing of standards and understanding of assessment judgements.

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 self-review maintains culture of excellence Dilworth School's self-review is ensuring students are well supported to reach the school's vision to become young men of good character, achieving personal excellence and flourishing in life. The school has an embedded ethos of personal excellence to which students interviewed for this report could attest. The school's recent extensive review, the Reset programme, looked at all aspects of the school resulting in changes across school structure, pastoral systems, curriculum, and assessment. School systems have been strengthened and developed to provide holistic support for students leading to high academic achievement.

Subject specialist teachers now begin at Year 7 to ensure a consistent curriculum progression into senior secondary and to develop breadth and depth of subject knowledge from a younger age. To continually meet the changing needs of students, new subjects have been introduced with more planned for 2024. All students are provided with a digital device that has allowed the school to have a high uptake of digital assessment. A Pasifika Advisory Group has been established to help advise the school about how best to support students from Pacific cultures. This also includes community meetings to keep families informed about NCEA and student achievement.

The high degree of NCEA success at Dilworth School can be attributed to the multiple levels of review and wrap-around support. Led by the Director of Curriculum and shared with the Principal's Nominee, Heads of Learning Area and Deans, the continuous review of data leading to improvement and the tracking of student progress ensures that students are provided with the support needed to achieve and excel.

Unit evaluations underpin school self-review The evaluation of every completed unit of work in all subject areas is effectively informing areas for improvement at all levels of the school, from identifying the needs of individual students to school strategic goals. The evaluations identify improvements to assessing the unit, next steps for the class and monitor the achievement of priority learners. Teachers share

this information with Deans to track academic progress and to set goals and individual education plans for priority learners.

The unit evaluations lay the foundation for the school's self-review by informing the end of year reports, external exam data analysis, strategic goals, and professional development for staff. Self-review is thus a continuous cycle of improvement and has shared ownership across the school as all staff and subject areas feed into it.

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)

Learner at the centre drives practice Placing the learner at the centre of all decisions and actions is a feature of Dilworth School. This imbues all aspects of school life, culture, and curriculum with a strong sense of purpose that is also evident in assessment practices. Teachers interviewed for this report discussed removing barriers to achievement within their subject area. For example, re-designing assessment documents to be concise, easier for students to read and understand so that a barrier is removed to reaching higher grades. Also, providing different modes of assessment for each standard so that students can present their evidence in a way that best suits them. Consideration is also given to changes to school assessment policy. For example, changes made to the missed and late assessment policy, places more responsibility on students for ensuring that deadlines are met.

The applications for extensions have become a discussion point with the Principal's Nominee and the student about time management and assessment preparation. Students interviewed commented that the school has high expectations of them to meet deadlines and they are well supported. A Compulsory Academic Catch Up is provided each Friday after school for students at risk of not meeting internal assessment deadlines. Gifted and talented students and those needing learning support are provided with individual education plans to support them to reach their goals and all students take courses to gain University Entrance to ensure all pathway opportunities are available to them at the completion of schooling.

Keeping student results private The school needs to strengthen the safeguarding of student privacy during the sign-off of student results. Students sign-off to accept their grades at the completion of each assessment. This is done using a printed class list on which all names and grades are visible if care is not taken to cover them when students are signing. Students interviewed reported teachers ensuring that they could only see their names and grades is an inconsistent practice across the school. The school has agreed to remind teachers about safeguarding student privacy to meet the requirement of the Privacy Act 2020.

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)

Monitoring quality assurance processes for derived grades The school's monitoring of the processes for quality assuring school-based grades for derived grade purposes needs strengthening. Dilworth School has good quality assurance processes to produce school-based grades and to hold evidence of the process.

However, this evidence needs to be monitored for senior leaders to have confidence that the grades have been quality assured. Key areas that need to be observed for each subject are the source of each examination to ensure the critiquing of assessment material prior to use and evidence that grades have been subjected to verification or justification to ensure that they are valid. The school has agreed to establish a process to monitor this evidence.

Robust moderation processes Dilworth School has effective processes for internal moderation. A moderation folder, physical or digital, is required for each standard and must include the latest clarification document, external moderation reports, completed internal moderation coversheet, benchmarks, and student sign-off sheet. The Principal's Nominee checks all folders for completion before being signed off at the end of the year. Student samples stored digitally are shared with the Principal's Nominee to ensure that they are available for external moderation if a teacher departs from the school. Senior leaders can have confidence that all results reported are quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Dilworth 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 and extending the school's Consent to Assess if required
- 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.

Dilworth 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.

Effective internal and external moderation to assure assessment quality

Dilworth 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.

Dilworth 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

Dilworth 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.

Dilworth 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 families and whānau about assessment**Dilworth 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, such as the holding of parent gatherings and school assemblies.

Dilworth 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 Dilworth 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, families 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
- *NCEA Teacher Handbook, Dilworth School 2023*
- *NCEA Ākonga Handbook, Dilworth School 2023*
- *Whānau and Ākonga Handbook, Dilworth School 2023.*

The School Relationship Manager met with:

- the Principal's Nominee
- Director of Curriculum
- Heads of Learning Area for:
 - Art and Technology
 - Commerce
 - English
 - Physical Education
 - Science
- three students.

There was a report-back session with the Principal, Principal's Nominee, Director of Curriculum and Director of Teaching and Learning 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.