

Managing National Assessment Report

**Pompallier Catholic
College**

September 2023

FINDINGS OF THIS REVIEW

Pompallier Catholic College

20 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 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 and considerations

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	
Establish a process to monitor that all school-based grades for the purpose of derived grades have been quality assured	Immediately
Update staff and student handbooks as required in this report to ensure consistent assessment practice.	Immediately

For consideration

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

- developing an induction programme for teachers new to assessing for the NCEA qualification.

A. J. Picken

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Date of Finalised report 2023

NZQA

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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 21 March 2019 Managing National Assessment Report

The school has effectively addressed the action item from the 2019 report. The school was required to develop a process to monitor the completion of actions undertaken in response to issues identified in external moderation. This was to ensure that the required improvements were implemented so that senior leaders could have confidence that teachers are making appropriate assessment judgements. This is further discussed in the external moderation section.

External moderation response to outcomes and processes The school is committed to strengthening its response to external moderation to continue improving teacher assessment judgements. A system to monitor external moderation responses has been implemented since the last report and is now being embedded. Standards with a Not Yet Consistent or Not Consistent report require an action plan. This also involves meeting with the Principal to determine next steps that may be required, such as a change in verifier or further professional development and learning. The involvement of the Principal emphasises the importance the school places on addressing external moderation issues to improve teacher judgements.

Quality assurance check of the examination centre As a result of the 2022 Examination Centre quality assurance check, the school had two actions to carry out to ensure it is fully compliant for the return check in 2023

- the dedicated secure room has a lockable cabinet/container, and
- access to the keys of the secure room and the lockable container is restricted to two key holders only.

This review found that the facilities and security for the storage of examination materials are now 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)

Coherent programmes of work support student achievement A requirement for learning areas to have Consolidated Schemes of work is helping to support student achievement. Staff are required to link their schemes of work from one year to the next ensuring there is a seamless progression, so that students can build upon prior learning. A coherent programme helps to ensure consistency so that there are no gaps in student learning and that they are being best prepared for attempting NCEA assessments. A common template is used and then shared with senior leadership when completed. This provides senior leadership with an overview of what is being taught and assessed across the school. This has helped to identify issues such as standards being offered twice in different subjects and bottlenecks during the year for assessment dates. The schemes also provide a timeline for the school assessment calendar that is shared digitally with staff and outlines key dates.

Addressing the challenge of artificial intelligence Staff and students are becoming more knowledgeable about the use of artificial intelligence in teaching, learning and assessments. Beginning this year, the Principal has led staff meetings in the use of artificial intelligence and the challenges it poses for maintaining authenticity. Discussions have been held about its use as a tool for learning and adjustments that may be needed when assessing students. Teachers were expected to update assessment tasks by mid-Term 2, including a statement on whether students could use artificial intelligence and if they do, how it is to be acknowledged and referenced, so that students understand what is needed to produce authentic work.

Ensuring staff meet school expectations for quality assurance The school's quality assurance processes have been strengthened with the introduction of a check questionnaire at the beginning of the year to support staff to meet school expectations. The Principal's Nominee adapted the questionnaire from the school's staff NCEA handbook to provide a checklist that staff can easily follow to help set up their courses for the year. It is provided to Heads of Learning and Teachers in Charge to remind staff about school expectations for quality assurance processes and requirements, help to ensure they are followed, and to identify any support that staff may need. It also requires moderators to be assigned for every standard. Heads of Learning and Teachers in Charge work through the questionnaire with their respective departments to ensure quality assurance processes are understood and in place and then return it to the Principal's Nominee once completed. There are follow up questions in Terms 2 and 3 for on-going department review, particularly after external moderation reports are published to help staff reflect on outcomes.

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)

Prioritising special assessment conditions Supporting students with special assessment conditions is a feature of Pompallier Catholic College. The school is proactive in identifying students who may require special assessment conditions for assessments. Testing begins early in the junior school to identify students. As a result, over a quarter of senior students have a special assessment conditions entitlement. A very experienced SENCO supports students and staff, who are kept well informed about the students, their entitlements and how to best meet their needs. Teachers take student entitlements into account when planning assessments with many developing individual education plans to ensure barriers to assessment are mitigated.

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. Pompallier Catholic College's practice exams are conducted in a manner to mirror the external examination. Teachers described obtaining exam material from subject associations or commercial sources, pre-critiquing for suitability and then using a verification method, like that of internal moderation, to produce school-based quality assured grades and to hold evidence of this 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 NZQA

website has attestation templates that the school may find useful. The school has agreed to establish a process to monitor this evidence.

Updated handbooks required The school's handbooks require updating to ensure consistent assessment practice across the school. Three aspects of assessment practice need updating. The appeals process needs to state that a student can appeal any decision of the assessment process, including decisions about breaches of assessment rules or missed and late assessments. A process for investigating a breach of assessment rules, including possible outcomes, is also needed. Lastly, the process for missed and late assessments needs clarifying on how to make an application and who approves it. Having a single person to approve extensions, like the Principal's Nominee, can also help to identify students who may have difficulty managing their time. Developing a form for students to make an appeal or apply for an extension could also be useful.

Including an induction programme for new teachers would strengthen the school's assessment practice. The school regularly has teachers new to assessing for NCEA who are either beginning teachers or primary teachers moving into secondary. An induction programme would help their understanding of standards-based assessment practice and the quality assurance processes required. The school discussed that a programme could possibly be delivered through the Specialist Classroom Teacher and would consider including this into that role to support new teachers.

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)

Improved internal moderation processes The school has strengthened its internal moderation processes ensuring that all results reported are quality assured. As previously mentioned, staff are expected to have verifiers assigned to every standard early in the year. This helps to ensure that results will be reported in a more timely manner, as time is not taken up to find a verifier, particularly for sole charge teachers. The school supports these teachers to find a verifier if it proves difficult. The school is now using Google Classroom to hold many assessment documents, including course outlines, internal moderation coversheets and to store student work. All subjects have a Google Classroom that is also shared with senior leaders, including the Principal's Nominee. The Principal's Nominee only reports results to NZQA when evidence that internal moderation is completed has been sighted in the shared folder. Also, the school's expectation for internal moderation processes is well communicated at the beginning and throughout the year at Heads of Learning and staff meetings. These processes provide confidence to senior leaders that results have been quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Pompallier Catholic College 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.

Pompallier Catholic College has effective processes and procedures for:

- managing resubmission and further opportunities for assessment
- 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

Pompallier Catholic 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.

Pompallier Catholic 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

Pompallier Catholic 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Pompallier Catholic 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.

Effective communication to inform staff, and students and their families and whānau about assessment

Pompallier Catholic College 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.

Pompallier Catholic 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 Pompallier Catholic 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 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
- *Assessment Programmes, Guidelines for Teachers, Pompallier Catholic College 2023* (Staff Handbook)
- *Assessment Guidelines for Senior Students, Pompallier Catholic College 2023* (Student Handbook).

The School Relationship Manager met with:

- The Principal
- the Principal's Nominee
- Deputy Principal – Curriculum & Administration
- Heads of Learning for:
 - Arts
 - English
 - Mathematics
 - Physical Education & Sport
 - Science
 - Technology
- three students.

There was a report-back session with the Deputy Principal – Curriculum & Administration 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.