

Managing National Assessment Report

Pompallier Catholic College

March 2019

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 families.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 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 2019* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 four 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
- *Pompallier Catholic College Assessment Programmes – Guidelines for Teachers 2019* (Staff Handbook)
- *Pompallier Catholic College Assessment Guidelines for Senior Students version updated 2017* (Student Handbook)
- *Pompallier Catholic College Year 11- 13 Student Assessment Guidelines* (a PowerPoint used to inform students)
- *Curriculum Delivery Policy, Special Character and Curriculum Policy, Treaty of Waitangi Policy*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning for:
 - The Arts
 - Science
 - Social Science
- Teachers in Charge of:
 - Drama
 - History
 - Music
- three students.

There was a report-back session with the Principal, Principal's Nominee and Assistant Principal - Curriculum 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.

SUMMARY

Pompallier Catholic College

21 March 2019

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Pompallier Catholic College focuses on providing students with an achievement pathway that meets their individual aspirations. There is an explicit aim for all students to achieve NCEA Level 2. The school is understandably pleased with its academic record; success in qualifications is higher than for similar schools for all levels of NCEA.

Consistent, valid, and credible assessment drives school practice. Teachers engage with the internal moderation process and have developed professional contacts with colleagues both within and external to the school to assist with the verification of their assessor judgements. All results reported to NZQA undergo internal moderation, which is effectively monitored by the Principal's Nominee. The school meets the requirement to submit work as required for external moderation.

Good use is made of data to inform and review, while sound data management ensures that entries and results reported to NZQA are accurate and timely. The school actively encourages best assessment practice, and reflection to identify areas for improvement.

The Principal's Nominee works closely with the school's senior managers and her efficiency and support is appreciated by teachers.

Areas for improvement

Pompallier Catholic College agrees that it will make an improvement in how it follows up on issues identified in external moderation. The current process is a high trust model where completion is not always monitored by senior management. Closer monitoring will assure the senior managers actions that planned actions have been completed.

As part of the school's own review, it identified that students were assessed against many more standards than needed to complete an NCEA. The school's leadership has encouraged Heads of Learning to reduce the number of credits in each course, but many students still have a heavy assessment programme. Course composition will continue to be reviewed by the senior management as this affects both student wellbeing and teacher workload.

The Principal's Nominee has noted that a regular review of the staff and student handbooks would more effectively ensure that they remain current.

Agreed action

The school agreed on actions that will improve the quality of their assessment systems. These are:

- develop a robust process to monitor the completion of actions planned to address issues identified in external moderation.

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2 May 2019

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 27 May 2015 Managing National Assessment Report The school has addressed the two minor items identified in the 2015 review. The Principal's Nominee now selects student work randomly for external moderation according to NZQA requirements and appropriate guidance is provided for teachers on reporting Not Achieved grades.

Response to external moderation outcome Monitoring external moderation outcomes by senior managers strengthens the quality assurance processes. At Pompallier Catholic College, the Principal meets Heads of Learning or the Teacher in Charge of a curriculum area where the external moderation report identifies issues that need to be addressed. The teachers reflect and discuss the actions or changes required. The next step, to ensure that planned actions are carried out before the standard is used again, is not monitored. The Principal and Principal's Nominee agree that they will implement a more robust process to check that actions are completed.

Māori and Pasifika engagement and success in Science, Technology, Engineering and Mathematics (STEM) subjects The Senior Management team at the school has noted the lower achievement in STEM subjects at Year 13 for Māori and Pasifika students than for students of other ethnicities. Careers New Zealand recommends that students should study English, Mathematics and at least one Science subject, particularly if they don't have a specific career in mind.

The school has consulted with its community and considers that it provides a full range of pathways that will allow students to engage with local employment opportunities. There are no further actions planned to address any differences.

Internal review

Evidence for 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)

The school identified that some students did not have clear qualification goals that were appropriate for their aspirations. To address this, the school is now very explicit that NCEA Level 2 is the minimum expectation for all students and celebrates leavers who have completed Level 2 and go on to meaningful employment. The Principal mentors students who are at risk of not meeting this qualification goal.

The attainment rate for Year 12 students has improved from 80 percent to close to all attaining the NCEA Level 2 qualification over the last four years. The pattern is consistent for all ethnic groups. At all levels of NCEA, student achievement is higher than in similar schools.

The school's senior managers recognised that there was a need to be more flexible with assessment programmes. The school's response is outlined in the Assessment Practice section of this report.

The changes the school has made have resulted in improved qualification outcomes for students and are encouraging teachers to be more flexible in their assessment programmes.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review. Senior management undertakes to:

- develop a robust process to monitor the completion of actions planned to address issues identified in external moderation.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

Pompallier Catholic College has effective processes and procedures for meeting the assessment needs of their students by:

- applying for special assessment conditions; in 2018 almost one in five candidates were approved to use special assessment conditions with most applications based on school-based evidence
- focusing on well-being and the provision of meaningful pathways
- enabling attendance at the Trades Academies at NorthTec
- using Te Aho o Te Kura Pounamu and FarNet to extend the range of courses available
- encouraging teachers to gather evidence of achievement in a range of ways including teacher observation, presentations and a range of digital technologies
- engaging with digital external examinations; a small group of students successfully participated in 2018.

Pompallier Catholic College has effective processes and procedures for:

- managing missed and late assessment
- investigating appeals of assessment decisions
- supporting the Examination Centre Manager to manage the examination centre efficiently
- ensuring evidence is available if required for derived grades
- meeting the requirements of the *Privacy Act 1993*.

Teachers encouraged to reduce the number of credits Pompallier Catholic College students at all levels are gaining more credits than students in similar schools. The school's managers are encouraging teachers to reduce the number of credits; however, some courses still have a high number of compulsory standards. A heavy assessment programme impacts on the wellbeing of students as well as the workload of teachers.

It is suggested that the number of credits assessed in each course is reviewed along with individual student assessment programmes. One teacher commented that dropping assessment for one standard freed up time for quality teaching and learning.

For consideration

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

- reviewing the number of credits offered in all courses and for individual students.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

Pompallier Catholic College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists, both within and external to the school, to verify a purposefully selected sample of student work
- documenting the completion of all steps of internal moderation
- the Principal's Nominee monitoring that all teachers meet expectations.

Pompallier Catholic College has effective processes and procedures for managing external moderation by:

- selecting samples of student work randomly to NZQA requirements
- encouraging teachers to submit work digitally if it is produced digitally
- ensuring samples of student work are provided by being adequately stored.

Focus on reducing workload by considering verification requirements for sufficiency Learning Areas have been encouraged to ensure the credibility of grades awarded by including work at grade boundaries when verifying assessor judgements. The school has provided staff with guidance on sufficient verification by the strategic selection of student work.

Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. The school's leaders understand that the sample size should be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

The school has a good record of consistency in external moderation. This reflects the teachers' professional engagement and active monitoring by the Principal's Nominee. However, as outlined in the review section of this report, the school agrees that the follow up of any issues raised in external moderation reports will be monitored for completion.

No action required

No further issues with the school's internal and external moderation were identified during this review.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Pompallier Catholic College effectively uses assessment-related data to support achievement outcomes for students by:

- regular tracking of individual progress and providing support for students who are at risk of not achieving a qualification
- Heads of Learning analysing achievement data, reporting outcomes to the school's Board of Trustees and using this to plan improvements
- using data analysis to assist curriculum development.

Pompallier Catholic College reports accurate achievement data by:

- submitting data files as requested
- providing a portal into the school's student management system to allow parents to view progress and check data
- encouraging students to check entries and results on their NZQA Learner Login.

Encourage teachers to check entry and results data on the school's NZQA Login Teachers use the school's student management system to check entry and results data. It is recommended that the final check, prior to the key dates, is made using the NZQA School Login. Examination material is sent, and qualifications are based on the information that NZQA holds.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- encouraging teachers to make the final check for accuracy of data on the NZQA School login.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Pompallier Catholic College has effective processes and procedures for:

- ensuring students receive outlines for all course they undertake
- communicating assessment policy and procedure
- supporting teachers to understand expectations

Pompallier Catholic College assists common understanding of assessment practice by:

- informing teachers about assessment best practice and providing opportunities to discuss changes
- ensuring that students understand assessment processes in the school and what they need to achieve in order to gain a qualification.

Regularly review handbooks NZQA suggests that documents for teachers and students be reviewed annually to ensure that the information continues to be consistent with both NZQA requirements and school expectations. The student handbook was last reviewed in 2017, the teacher guidelines were updated at the start of the 2019. It was evident however, that students and teachers understand requirements and expectations.

Inconsistent course outlines Students receive a course outline for all the courses they undertake. These generally contain sufficient information for students to manage their assessment programme and most follow a common template. The Principal's Nominee intends to investigate whether using the facility in the school's student management system would make it simpler for teachers.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- implement a regular review for course outlines and student and staff handbooks.