

Managing National Assessment Report

De La Salle College

June 2024

FINDINGS OF THIS REVIEW De La Salle College 13 June 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.

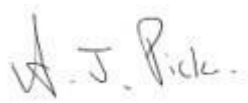
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

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	
Evaluate the effectiveness of action plans in response to external moderation to ensure they have achieved the required outcome.	In the current moderation round and ongoing.
Credible assessment practice to meet student needs	
Remind staff about the requirements to maintain student privacy when issuing results.	Immediately.
Ensure teachers have documented the verification decisions for practice exam grades to provide assurance that they have been quality assured.	Immediate for the 2024 practice exams and then ongoing.
Internal moderation to ensure the reporting of credible results	
Implement a process for the purposeful selection of student samples for external moderation, so that borderline samples can be submitted for feedback.	For the current moderation cycle and ongoing.



Amanda Picken
Manager
School Quality Assurance and Liaison

5 August 2024

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 1 August 2019 Managing National Assessment Report

The three action items from this report have been effectively addressed. The school has strengthened the monitoring process for internal moderation, and this is discussed in the internal moderation section of this report. Late entries for external examinations have been minimised over the last three years and internal entries with no results are removed.

External moderation response to outcomes and processes The school values external moderation for the feedback that it provides and uses it to continuously improve assessor judgements. Teachers are required to complete a response report for all moderation reports, regardless of the outcome. The report includes the identified cause of concern or issue and the actions required to address it, including by whom and the timeframe. The responses are discussed between the Principal's Nominee and Head of Faculty to ensure that the issues are going to be addressed and any required support provided.

Following a drop last year in the overall rate of consistency of the school's External Moderation outcomes, school leaders identified that a focus on the front-end of the assessment process prior to beginning an assessment, including critiquing task materials and reviewing moderation clarification reports, would help improve assessor judgements. Through the Curriculum Committee, comprising of Heads of Faculty, professional development was initiated using NZQA's Learning Management System – Pūtake. Together, the committee completed modules focusing on critiquing tasks, unpacking a standard, and alternative methods for gathering evidence through assessment. The faculties were then led through the same modules to ensure consistency of understanding across classes within the same subject area and the school. Teachers have also used the subject resource modules and the new Assessment Practice Tool to help improve their understanding of assessment requirements and judgements. The school expects that improving assessor understanding of the assessment requirements for each standard they assess will lead to an improvement in outcomes.

The school's next step to improve its response process is to evaluate the effectiveness of the actions undertaken. Schools should abstain from resubmitting the following year a standard with a Not Consistent or Not Yet Consistent moderation report. Doing so negates the school's opportunity to receive feedback on other standards. Instead, assessors should use a critical friend, such as a colleague from another school or a subject association, to review the changes that have been made and a selection of student work. This should be done after a period that allows the new practice to be embedded. This will complete the evaluation process as it will determine whether the required outcome for improving assessment was achieved or not.

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)

Shared leadership underpins self-review De La Salle College's self-review is underpinned and strengthened through shared leadership which in turn assists in implementing change. The learning culture within the Curriculum Committee is central to this process. It supports senior leadership to plan change, develop systems and lead projects by drawing on the range of expertise found within the group.

The committee also drives and manages school change within its faculties. An example of this is the previously mentioned focus on improving assessment capability. The process is continuous as Heads have begun sharing their moderation reports for the new Level 1 standards at committee meetings, so that others may see what aspects of assessment moderators are focussing on and share any insights with their faculties.

Another example is the Artificial Intelligence (AI) Taskforce exploring the use of AI within the school. Some Heads of Faculty have been using AI in their courses and sharing this with the committee. This will help provide guidance to the school on good assessment design, using AI as a teaching and assessment tool, and for policy for maintaining authenticity of student evidence. Doing so will help to instil confidence in teachers to use AI as a teaching and assessment tool rather than something to be avoided.

Heads of Faculty further contribute to self-review through well-embedded processes for reporting to senior leadership. They meet individually every fortnight with the Principal's Nominee to discuss progress towards school and faculty goals, assessment practice and moderation, as well as tracking and monitoring of student progress towards achievement. These discussions contribute to the Principal's monthly report to the Board of Trustees. Furthermore, the Heads of Faculty each do a presentation to the Board of a review and analysis of their faculty's outcomes. This provides opportunities for the faculty to reflect on their practice, outcomes and areas for improvement, and for the Board to gain a better insight to student achievement, progress towards school goals and how they can support this. For example, the increase in digitally assessed standards across all learning areas highlighted the need for all students to have a digital device and, when needed, support from the Board to ensure students have access to a device.

Review of internal external outliers The school has conducted a comprehensive review of the Level 2 Mathematics programme following two consecutive outlier reports. Internal-external comparison outliers are generated by subject and level for those schools where their internal compared to external modelled results differ significantly in a statistical sense from comparable schools. A key finding of the school's review was to spend more time focussing on preparing students for external exams to improve their achievement rates in those standards. This links well with the school's expectations and goals to improve student achievement in external exams and potential to achieve University Entrance.

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)

Quality assure grades used for derived grades The school is required to ensure that all grades that are provided to NZQA for the use as a derived grade are quality assured. This review found an inconsistent practice across the school ranging from a lack of any quality assurance through to an absence of documented evidence of the process. Like internal moderation, grades from practice exams need to be quality assured, using either the verification or justification process. This process must be documented with evidence and monitored to provide senior leadership with assurance that all grades submitted to NZQA are credible. Further guidance and templates for quality assurance can be found on the NZQA website.

Ensuring student privacy The school needs to improve its process for safeguarding student privacy in the issuing of their results. Schools are required to ensure the privacy of results under the *Privacy Act 2020*. Students interviewed reported that this was inconsistently applied. The school should remind teachers about the requirement to maintain student privacy when returning assessment results.

Vision Statement guides actions The principles of De La Salle College's Vision Statement strongly underpin the school's actions to meet student needs. Their principle of Students and their Learning states that all students can attain exemplary achievement reinforcing the high expectation that the school has of its students. Participation in external exams is emphasised and encouraged to improve attainment rates for University Entrance. The school's student surveys have identified that over 80 per cent of students aspire to go to university or another tertiary institution. Programmes and systems to support students with their aspirations include an outreach programme with the University of Auckland, a Health Sciences Academy, Academic Counselling for planning steps and pathways to achievement. Teachers also monitor individual student progress and advise next steps, and host subject area tutorials held outside of school hours.

Preparation for future success begins in the junior school with a greater focus on teaching literacy and numeracy skills and improving them across all learning areas. The Progress and Consistency Tool (PaCT) has been very effective for the school to determine when students are ready to attempt the common assessment activities for the NCEA Corequisite. Participation rates in external exams and attainment rates for University Entrance have slowly increased over the last three years through the school's actions and ethos.

High engagement with the school community to inform them about NCEA assessment and to affirm the school's vision and expectations is a strength of the school. The school actively seeks feedback from the community about the effectiveness of its communications and how they could be improved, thereby affirming the school's values and expectations for student academic achievement. This approach links strongly to the school's vision statement for School and Community Partnership to provide pathways to further education and/or employment through effective communications with families. Several avenues for communication are used including, parent information evenings, Academic counselling days, and parent engagement groups for the Samoan and Tongan communities.

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)

Monitoring of internal moderation strengthened Reconciling documentation with actual practice to monitor the completion of internal moderation has been addressed and strengthened. This has been achieved with the shift from a paper-based system to a digital model, using the school's Student Management System. This allows the Principal's Nominee to effectively monitor that moderation is happening. Furthermore, there are other methods where the internal moderation process is discussed, such as faculty meeting minutes, Curriculum Committee meetings, and individual meetings between Heads of Faculty and the Principal's Nominee. These additions to the internal moderation cycle provide further assurance to Senior Leadership that moderation is happening, and all results are credible.

Purposeful selection of student evidence The selection of student evidence for external moderation can be strengthened to provide better feedback for assessors. Random selection of student evidence is currently used to provide the required six samples, one each at N, A, M, E, and two more from A, M, E. However, this does not provide the opportunity for assessors to submit two purposefully selected samples at a grade boundary for which they want feedback. The school should ensure that the selection process allows assessors to submit samples that are borderline or particularly wish to have moderated, so that they may gain specific feedback on assessment judgements for which they are uncertain.

Appendix 1: Effective Practice Effective assessment practice to meet the needs of students

De La Salle 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 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 standardspecific 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 open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

De La Salle 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.

Effective internal and external moderation to assure assessment quality

De La Salle 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.

De La Salle College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- 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

De La Salle 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.

De La Salle 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 about assessment

De La Salle 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.

De La Salle College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- 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 De La Salle 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
- *Assessment Policies and Procedures, De La Salle College 2024* (Staff Handbook)
- *Course and Assessment Handbook, De La Salle College 2024* (Student Handbooks for Levels 1, 2 and 3).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - English
 - Health and Physical Education
 - Languages
 - Mathematics
 - Social Sciences
 - Technology
- four students.

There was a report-back session with the 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.