

Managing National Assessment Report

Francis Douglas Memorial College

May 2022

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 2021*.

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 2021.

FINDINGS OF THIS REVIEW

Francis Douglas Memorial College

10 May 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	
Strengthen external moderation follow-up by ensuring responses to identified issues are effective.	Within the current year in response to the school's July 2022 external moderation round.
Quality assurance to ensure the reporting of credible results	
Clarify with staff the need for a verification or justification process for external assessments that may be used for a derived or unexpected event grade.	27 June 2022

For consideration

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

- suggesting standards for external moderation in subsequent year to confirm actions have addressed the issue.

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27 June 2022

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External and internal review

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)

Francis Douglas Memorial College's embedded and continuous self-review processes re-enforce the school's Christian values and vision to meet students' individual needs enabling them to reach their potential and be prepared for life beyond school.

Collaborative leadership effectively supports a school-wide culture of ongoing review resulting in innovative developments to best meet the diverse needs of students. Ensuring teaching, learning and assessment is future focussed is part of the school's ongoing review and strategic direction. Strong assessment leadership at Senior Management and department level supports teachers to review and adapt their assessment practice and programmes. Changes in assessment practice and evidence gathering enabled the school to deliver quality teaching, learning and assessment during the Covid-19 disruptions.

Heads of Department interviewed demonstrated a shared understanding of the school's assessment systems and expectations to ensure credible and consistent assessment practice. Their confidence in leading assessment is a consequence of discussion at Curriculum Leaders forum and the school's recent focus on building middle leaders' capability. The Principal noted that changes in teacher assessment practice and evidence gathering is gaining momentum as a result of ongoing formal and informal professional learning, sharing of practice and reflection.

Data analysis at all levels underpins school-wide reflection on student achievement, and course development. This along with the effective tracking of student progress and appropriate interventions to "at risk" students' courses are contributing factors to student achievement at Level 1, 2 and 3 being above national and decile levels.

Māori student achievement is comparable to their peers and above national and decile statistics at Levels 1 and 2. The school's analysis of leaver data for Māori identifies that these students leave to take up apprenticeships, other tertiary study or employment. Recognising the difference for Māori gaining NCEA Level 3 and University Entrance compared to other students the school has implemented strategies to support students choosing a University pathway.

Heads of Department's annual review to Senior Management and the Board of Trustees has been strengthened with clearer expectations and accountability on teachers for timely review of NCEA achievement. The new format, which includes external moderation outcomes and internal/external outlier analysis, is future focussed to enable changes to be made in the current year and the outcome analysed prior to the next year. Reports sighted at the review demonstrate the school-wide commitment to continuous improvement informed by rigorous data analysis. The annual review change better reflects the Board of Trustees own review processes.

School-wide professional leadership and interconnected robust self-review based on data analysis and teacher and student voice illustrate the schools sustainable and highly effective assessment processes.

External review

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

Action Items from 19 October 2017 Managing National Assessment Report

The agreed actions have been resolved. Memoranda of Understanding are stored centrally in a digital file and reconciled against provider codes used to report grades. Students confirmed their privacy is protected when signing off grades. Teachers' described purposefully selecting sufficient samples of student work for internal moderation.

External moderation processes and response to outcomes The school's response to external moderation requires strengthening to ensure teachers' actions address the issues identified by moderators. Heads of Department working with staff must take steps to ensure their responses lead to the required change in assessor judgements. It is recommended that the Principal's Nominee provide guidance to Heads of Department to help them to develop effective responses with their staff. The Principal's Nominee must monitor the appropriateness of these responses, including that they have addressed the issue.

An effective response will further develop teachers' understanding of the standard and grade boundaries. This will enable assessment decisions consistent with the standard.

The Principal's Nominee is proactive in monitoring external moderation outcomes to identify trends in subjects where moderators have identified poor levels of consistency with the standard, and appropriate support is put in place. As a next step the school should consider suggesting these standards for external moderation in a future year to evaluate the effectiveness of the actions taken.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

E-learning strategy provides direction for the ongoing development of digital teaching and assessment practice Digital tools are effectively used in teaching, learning and assessment practice. The school's current engagement in digital external examinations and the Review of Achievement Standards Pilots reflects their future proofing of student assessment needs and achievement.

The school is using their experience to inform ongoing digital assessment practice and confirm the readiness of the school's digital infrastructure. This will assist the school to be well positioned to respond to the "digital first" focus of external assessment with the implementation of the NCEA changes. The school ensures equity of access to digital examinations by the provision of Chromebooks for students without a device. Regular collection of student voice and parent information evenings provide feedback on the school's digital strategic direction and next steps.

Equity of access to relevant assessment programmes a school focus The flexibility of the NCEA model is used to differentiate learning pathways, adapt assessment contexts, and develop individual assessment programmes including accelerated learning enabling university study for some students while still at school.

A schoolwide commitment to meeting Te Tiriti o Waitangi has resulted in refinements to teachers' assessment practice to support Māori achievement and promote equity of access to culturally inclusive and relevant contexts. Ongoing professional discussion and learning supports Mana ōrite mo te mātauranga Māori within the classroom and is an ongoing focus for the school.

The school's successful Careers Pathways Programme results in most students being offered full-time employment or an apprenticeship before the completion of their Year 13. The school developed a Primary Industry Trade Academy in 2022 using the school farm to support students' aspirations to work in this field. Ongoing career pathway interviews with parents and whānau ensure students options to study towards NCEA Level 3 and University Entrance remain open while engaging in Careers Pathways.

Improving student literacy is a current focus A well designed and planned schoolwide approach to literacy development is the outcome of data analysis of students' literacy levels which identified writing skills required further development. The literacy programme aims to support Year 9 and 10 literacy development in preparation for the co-requisite requirement in 2023. Analysis of achievement data from the 2021 literacy pilot has informed changes to the school's literacy programme.

Quality assurance to ensure the reporting of credible results

Evidence of internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Effective internal moderation processes Internal moderation is embedded practice, with the Heads of Department responsible for monitoring its completion in their area. The Principal's Nominee reviews the completion and documentation annually by randomly checking a sample of internal moderation evidence, the process used and storage. Good practice of reviewing the verification process has led to changes in verifiers in some subjects. Robust moderation processes give senior leadership confidence in the reporting of credible results.

Clarification and use of derived grade quality assurance processes required

Single-subject teachers were unaware of the need to quality assure or justify grades for assessment evidence that may be used for a derived or unexpected event grade.

The school agreed to clarify with all staff the need for a verification and/or justification process for practice examinations. This will provide confidence that decisions are consistent with the standard when reported as a derived or unexpected event grade.

All Heads of Department described using appropriate material for assessment to generate evidence for a derived or unexpected event grade. Where more than one teacher taught a subject, a panel marking process (grade verification) was used to confirm assessment decisions consistent with the standard. The justification process can be used where a suitably qualified "second pair of eyes" is not available to verify grades. The grades can be justified because evidence exists that the teacher's judgements are consistent with the standard.

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Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Francis Douglas Memorial College has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are culturally appropriate and focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- 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 expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted 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.

Francis Douglas Memorial 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Francis Douglas Memorial 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 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.

Francis Douglas Memorial 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
- 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

Francis Douglas Memorial 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.

Francis Douglas Memorial 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

Francis Douglas Memorial 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
- celebrating students' success, such as the holding of parent gatherings.

Francis Douglas Memorial 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 Francis Douglas Memorial 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 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 2021* (Assessment Rules).

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 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 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
- *2022 NCEA Assessment – Student and Parent Handbook*
- *2022 NCEA Assessment – Staff Handbook*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Arts
 - English
 - Careers
 - Religious Education
 - Social Science
 - Technology.
 - Social Sciences
- three 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.