Managing National Assessment Report

Campion College

August 2018

What this report is about

This report summarises NZQA's review of how effectively Campion 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 2018* (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
- *Campion College Senior Course Booklet 2018 NCEA Levels 1, 2 and 3: Sections A and B*
- *Campion College Senior Course Booklet 2018 NCEA Levels 1 and 2: Section C)*
- *Campion College Senior Course Booklet 2018 – NCEA Levels 2 and 3 Section C*
- *8.4 Assessment and Moderation* (Staff Handbook)
- Campion College assessment templates
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students, and Heads of Curriculum for Arts, English, Mathematics, Physical Education, Religious Education and Social Sciences.

There was a report-back session with the Principal, Director of Teaching Practice (Principal's Nominee), Director of Resources (Data Manager), Director of Learning Content and Director of Religious Studies 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

Campion College

16 August 2018

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2017.

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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

What the school is doing well

Campion College has high expectations of achievement for its students. To help them meet these expectations it provides a range of assessment programmes to meet their academic and vocational needs. Self-review is embedded practice at the College. Collaborative analysis and use of data and student voice enable the school to respond effectively to identified issues, develop and monitor progress towards strategic goals, and improve outcomes for all students.

The school is committed to giving personalised attention to all students, and this is reflected in the support it offers them. Learning Mentors meet regularly with students and parents to help set achievement goals and monitor academic progress. For those identified as at-risk of not meeting qualification requirements, tailored interventions are developed to provide support. Students identified as potentially benefiting from special assessment conditions are well catered for, with the school testing and using its own evidence to support their applications.

The school is responsive to external review. It has effectively responded to the one action item from the 2014 Managing National Assessment review and has very robust processes in place to support teachers deal with issues identified through external moderation.

School assessment processes are well managed by an experienced Principal's Nominee, and consistently applied by teachers ensuring credible assessment for national qualifications. Internal and external moderation processes are effectively managed by staff and well monitored by Heads of Curriculum and Senior Leaders. This ensures that all student results are credible.

Achievement data is effectively used to set strategic targets and report on student progress. Students are assisted to use online systems to monitor the accuracy of their results and track progress towards meeting qualification requirements. Efficient data management systems ensure the timely reporting of data to NZQA, minimise late external entries and ensure results are accurately reported against correct provider codes.

The school clearly communicates assessment procedures and qualification information to its community. Much of the communication is now in digital format, but face-to-face and physical media are also used to ensure information is available to all.

Areas for improvement

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson
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24 October 2018

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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 20-21 November 2014 Managing National Assessment Report
The school has effectively addressed the one action item from the 2014 report. In addition to end-of-year Curriculum Area audits and an attestation from Heads of Curriculum on the completion of all internal moderation, the Principal's Nominee also sights copies of all Internal Moderation Cover Sheets. This ensures that all results have been quality assured before being reported to NZQA.

Response to external moderation outcomes   The school has a very effective process for teachers to respond to external moderation outcomes. A series of templates guide them through this process, including:

- providing a summary of the moderation outcomes and any issues identified by moderators

- describing any actions planned to address issues raised

- evaluating the effectiveness of any strategies used, or actions taken.

Senior Leaders ensure that staff are provided with the appropriate support and monitor the completion of planned actions. This is a comprehensive process and provides confidence that concerns raised in moderation reports are addressed.

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)

Campion College has a philosophy of education which focuses on establishing high standards and expectations of achievement for students. It is also committed to offering and encouraging the education and development of the total person in a Catholic environment. It places a strong focus on the Gospel values of Jesus Christ, emphasising the values of commitment, compassion and community. Embedding these values is an integral part of school self-review.

Self-review of school processes is constant. Senior Leaders, Heads of Curriculum, Learning Mentors and teachers collaboratively use data analysis, student voice and discussion to improve academic outcomes for all students, while still providing for the development and care of the individual.

Improved special assessment condition processes   The school has developed improved processes to identify students who might be eligible for special assessment conditions. Having them tested by the school's Resource Teacher: Learning Behaviour allows applications to be made to NZQA using school evidence rather than reports prepared by independent registered professionals. In 2018, most applications were made using school evidence, eliminating the potential financial barrier for parents of having to obtain a professional report.

Increased flexibility of assessment dates   During the school's review of Assessment Policy in 2017 it was noted that teacher practice had shifted, with many allowing greater flexibility of assessment dates, and the policy need to reflect this. All staff are now aware that they can be more flexible with assessment dates. A consequence of this increase in flexibility has been a move to assessing students when ready.

Refining the use of Impact Projects   The school introduced Impact Projects in 2014 with the intent of encouraging students to develop the key skills of problem solving, critical thinking, collaboration, creativity and communication. Review, after the initial trial, has led to extending Impact Projects to include the Year 11 cohort. These projects, designed by students with assistance from their Learning Mentors allow them to focus on 21st Century learning in authentic settings, take learning to a deeper level or make contributions to the local community. Students undertake one project each semester, unless they are enrolled in a Trade Academy organised by the local Tertiary Institute. While assessment against standards is available within these projects, the students interviewed indicated they tend to use the opportunity to develop other skills rather than for gaining credits.

Focussing on digital learning   The school allows students to bring and use their own digital devices for assessment. To facilitate digital assessment, it has introduced Hapara, an Instructional Management Suite. This web-based dashboard enables teachers to more efficiently manage student work, distribute assessment material, and track student activity and progress in a digital environment. The inclusion of online checking software within this system effectively supports assessment practice by monitoring the authenticity of work submitted by students.

Assessment processes are regularly reviewed by Senior Leaders and within Curriculum Areas. Changes or refinements of processes are considered in Head of Curriculum meetings. Once agreed, these are disseminated to staff and incorporated into school documentation by the Principal's Nominee.

This ongoing review within the school has enabled it to:

- respond effectively to issues where identified
- clarify and further develop aspects of assessment best practice
- monitor progress toward meeting strategic goals
- improve assessment outcomes for all students, while still considering individual student needs.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

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 2018 5.5)

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

- providing a range of vocational assessment opportunities through the local Tertiary Institute Trade Academies, Secondary Tertiary Alignment Resource (STAR) and Gateway programmes

- capping the total credits offered in courses to allow a focus on the quality rather than the quantity of results they achieve

- using unit standard literacy assessments to assist those needing support to meet NCEA requirements

- using a range of physical and digital methods to collect evidence of achievement during assessment

- ensuring staff are well informed of those with special assessment conditions entitlements and providing appropriate support as required.

Campion College has effective processes and procedures for:

- helping students to present authentic work by using a range of suitable strategies during the assessment and marking process, including online authenticity checking software

- managing missed and late assessments, further assessment opportunities, resubmissions, and student appeals of assessment decisions

- investigating and resolving potential breaches of assessment rules

- ensuring the collection of credible evidence to support derived grade applications

- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work

- complying with the requirements of the *Privacy Act*,1993 when handling students' assessment information, and the *Copyright Act* 1994 when using student work as exemplars

- assisting with the management of the Examination Centre.

Well-developed mentoring systems   The school has very well developed mentoring systems in place for students at all levels. Specialist Learning Mentors work with a specific group of students as they move through Years 11 to 13. Regular school-time contact, as well as triannual group meetings with parents, help students set academic goals, track progress towards qualifications and plan their impact projects. The regularity of this contact time allows Mentors to get to know the students, their achievement goals and career aspirations.

Mentors use school data to profile those students at risk of not meeting qualification goals or requirements. This allows interventions and support, including arranging more flexible assessment dates to allow particular students to complete assessments.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

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 2018 6.4b)

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

- critiquing assessment materials prior to use to ensure they are fit-for-purpose and provide students with the opportunity to present evidence at all grade levels

- using exemplars, standard clarifications and verification notes to inform grade judgements during the marking process

- using subject specialists from within, and outside of, the school to verify samples of student grades

- documenting moderation processes on an *Internal Moderation Cover Sheet*

- Heads of Curriculum monitoring teachers' internal moderation processes, and the Principal's Nominee collecting and collating copies of cover sheets to ensure all reported results have been through a quality assurance process.

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

- selecting samples of student work using a random selection process that meets NZQA requirements

- providing appropriate staff with access to the NZQA external moderation application so that they can assist with the submission process, and view and query moderation reports

- using moderation reports during department discussions to improve staff understanding of standards assessed

- storing assessment material securely so it is available.

Encourage staff to strategically request standards for external moderation   To date, the school has made only a small number of requests to include specific standards on its external moderation plan. Encouraging staff to strategically request moderation will help ensure feedback is received for standards where they would like to confirm teacher understanding, or that have not been recently moderated.

Clarify verification sufficiency with staff   The school could consider providing staff with further guidance on the selection of student work for verification. Staff assure the quality of the grades they award by including work at grade boundaries for verification. However, most of those interviewed verify more than this because the school policy requires that a fixed number of samples are verified.

NZQA has no fixed, or predetermined, number of pieces of student work that must be verified. 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. Removing the school's requirement for a specific amount of verification and allowing staff to strategically select the samples of student work has the potential to reduce verifier workload, without compromising the quality of the assurance process.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- encouraging staff to strategically request standards for external moderation
- clarifying verification sufficiency with staff.

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)

Campion College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
    - assisting them to monitor their progress towards qualification requirements and meeting other academic goals through the online portal to the school's student management system and their NZQA Learner login
    - setting strategic school-wide and Curriculum Area academic goals based upon the comparative analysis of a range of achievement data
    - Curriculum Areas analysing NCEA data to report biannually to the Principal and Board of Trustees on student achievement and progress towards meeting strategic targets
    - Learning Mentors tracking student progress to identify at-risk students for inclusion in the school's Achievement, Retention and Transition of Students programme
    - ensuring it submits fees paid and financial assistance applications on time.

- **reports accurate achievement data by:**
    - frequent and timely reporting of results to NZQA
    - checking for, and correcting where necessary, errors shown up by the Key Indicators and data file submission reports from NZQA
    - removing internal entries where students have left or changed assessment programmes, to ensure all entries have a reported result
    - having students take ownership of their results by signing-off on the accuracy of their grades
    - confirming the accuracy of external entries prior to their 1 September data file submission to reduce late entries
    - reporting results for standards the school has consent for, or against the correct provider codes of outside providers with whom the school holds current memoranda of understanding.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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))

Campion College has effective processes and procedures for:

- communicating comprehensive information on assessment policies and procedures to the various sectors of the school community

- ensuring students receive appropriate information to help them understand what they need to achieve to gain a qualification

- reporting on student progress towards qualifications through online access to achievement data held on the school's student management system

- reviewing school information to ensure it is fit-for-purpose and current.

Campion College assists common understanding of assessment practice by:

- Heads of Curriculum working with teachers new to the school to ensure they understand school requirements

- using a common template to provide students with consistent assessment information in course outlines

- Learning Mentors explaining NCEA requirements and school assessment processes at year level assemblies

- providing teachers with information about assessment best practice and giving them opportunities at Head of Curriculum, staff and curriculum area meetings to discuss changes in school or NZQA requirements.

Clear communication of assessment practice   Effective communication of NCEA assessment procedures and processes has encouraged a shared ownership of the school's assessment systems. Discussion and sharing of ideas and expectations at all levels of the school supports the development of assessment best practice.

While much of the communication is now digital, face-to-face, and written communications ensure assessment information is accessible to all members of the school's community.

The students interviewed for the review demonstrated a clear understanding of school assessment practices and what is needed to gain a qualification. They indicated ready access to NCEA information via their Learning Mentors, teachers and the documentation available to them in both physical and digital formats.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.