

Report on
2012 Secondary Senior Managers'
Sabbatical Leave

Topic of Research

An investigation into the potential of a school junior graduation model to motivate students to achieve success

Completed by

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Structure of Report

- **Area of Research:** This reports on the initial intention of the research and evaluates the success of the research with regard to this intent.
- **Research Findings:** A summary of the responses from schools and findings in relation to the stated intention.
- **Research Process:** An outline of the procedures undertaken to gather data.
- **Summary of responses:** A summary of the responses from the schools to the investigation questions.
- **Appendix 1:** The proposed Bishop Viard College Certificate of Achievement Handbook documentation.
- **Appendix 2:** The record of detailed responses to the questions asked of schools.

Area of Research

My intention for the research opportunity provided by the Sabbatical leave was to investigate the potential of a school junior graduation model to motivate students to achieve success.

Research Intent

In my proposal I presented the following goals.

With regard to models of graduation certificate implemented by schools, I wish to investigate;

1. What part or parts of it are found to motivate students
2. If a certificate model that reports students achievement in a series of "achievement steps" (such as endorsement in NCEA) improves motivation.
3. If there is evidence that students' perceptions of teachers' attitudes towards them and their learning has been significantly impacted by the certificate.

This would involve;

1. Identifying schools that use a graduation process and investigating the different models used. (This will include identifying whether the certificate model involves a series of "achievement steps").
2. Report on the different models.
3. Interviewing the management and students of some of those schools (and if possible, parent representation from the schools) to establish stakeholder perception of the success of the model in motivating students, and the impact on teaching.
4. Evaluation and possible altering of the tool developed by the Victoria University research (2009) as a tool to measure the motivation and achievement of a school graduation process in the junior school. This will include discussion with the management of other schools I interview regarding the tool.
5. Trialing of the tool with students.
6. Review of the tool based on the trial.
7. Conducting full surveys with students using the revised tool. (The schools surveyed will be determined from those schools identified and interviewed).
8. Reporting on the findings of this survey.
9. Applying the findings of the survey to the Bishop Viard College graduation model.

With regard to the research intent, I was able to collect data and arrive at conclusions on two of the three areas (*"what part or parts of it are found to motivate students" and "If a certificate model that reports students achievement in a series of "achievement steps" [such as endorsement in NCEA] improves motivation"*). It proved too ambitious to try and gather data from within schools relating to the third goal (*"If there is evidence that students' perceptions of teachers' attitudes towards them and their learning has been significantly impacted by the certificate"*). I was however in some cases able to gather data from ERO

reports, and investigate the potential through additional readings. It would provide an area of further investigation for a future study.

While my intended area of study remained unchanged, during the time of my sabbatical I attended the SMS KAMAR conference. This allowed me to look at the area of technical questions involved in designing a model in the SMS, and as a result my questions to school extended to include ones focused on the use of SMS in their models.

Research Findings

Student Motivation

Most schools discussed anecdotal findings, and felt that the model used within their school resulted in improved motivation. One school provided evidence of surveying to determine satisfaction and reported "all results were very positive and encouraging". Other responses included the positive impact on students who may have otherwise "cruised", longitudinal evidence of cohort achievement improvement within the model, a perceived shift in the mid-to- low achievement band allowing for clearer identification of students in the extreme low band (and then allowing for the provision of assistance). Another school reported the model assisted pastoral discussions with students and parent-teacher interviews.

Another source of useful information in answering this question was ERO reports written since the introduction of a graduation program within the school. Of the schools involved, at least one school used positive ERO feedback on student (and parent) satisfaction with the model in their Prospectus. ERO reported in this case that the model "successfully provides motivation and encouragement to students in Year 9 and 10" (2007), that the model "motivates juniors to complete work and to focus on achievement" (2010), citing the model as a process that provides "support for learning" (2007). In another school case ERO reported that the "the junior diploma, introduced in 2007 at Year 10 is beginning to generate useful data to inform self-review, which has the potential to support identified students" (2010).

Additional reading carried out during the sabbatical on student motivation would suggest the following features of models presented assist student motivation.

- The setting of goals for students within subject areas in relation to assessment pieces or tasks that contribute to the model
- The setting and monitoring of goals for students with pastoral staff (tutors and deans)
- The increased sense of expectations communicated via the existence of and through a model by subject teachers and pastoral staff
- The monitoring provided by schools for all students involved
- The communication with homes on a regularised basis on progress
- The systems put in place to assist students who were considered to be falling behind

- The involvement of parents

Achievement steps and motivation

The evidence provided would suggest achievement steps provide motivation to students. All schools reported on using a “step approach” to awards, allowing students to gain recognition for higher results in the model. This generally followed a “not graduating”, “graduating”, and “higher graduating” to indicate achievement higher than that required to graduate. The models included;

- Graduation with Distinction (attaining greater than 95%), Graduation (between 65 and 95%), Yet to Graduate (less than 65%).
- Graduate with Excellence (Above 90%); Graduate with Merit (75-89%) or Graduate (60-74%).
- Achieved, Merit, Excellence.

One school also reported using the model to determine “best all-round student”, “runner up” and “Junior Dux”, indicating this provided a high level of motivation amongst students more likely to perform at the top end of the model. One school was looking to be able to report on the number of assessments or points students gained at the achieved, merit or excellence level. This was in response to feedback gained on their existing model, indicating a desire for this information amongst students.

The outcome of the research has been the development of a model for Bishop Viard College and a handbook for that model. This attached in Appendix 2.

Research Process

The research process involved

1. Identifying schools with a graduation process
2. Establishing a series of survey questions to address the issues of interest
3. Gathering answers to the survey questions either through email contact or, where possible, visiting them
4. Collating the responses, and requesting further clarification where necessary
5. Summarising the responses

I was able to identify schools and investigate the models used via either email interviews or face-to-face interviews. The locations of schools who responded created some follow up issues. Three schools were within reasonable travel distance (less than 150Km) and two of these schools were visited. Other schools within the area who indicated they were developing models pointed to one of these schools as a model they were working with.

The research intention goals included intentions to determine student and parent responses to model via interviewing. In undertaking the research, it became apparent that this goal would be difficult to achieve due to a response rates and times from schools and the practical implications for myself and schools involved. However I found that other data (ERO reports) was available in some cases to respond to this goal.

The research intention goals also included intentions to trial a model based on the research with students within Bishop Viard College. This was not achieved but will be followed up in the remainder of the year as the proposed model is shared and established at the school.

Identifying Schools, Response rate and schools

Schools within the Wellington region were contacted initially via the DAPA email list and schools throughout New Zealand were contacted from the NASDAP mailing list. Regional representatives were contacted and asked to forward a message to the schools within their regions inviting responses. All regional representatives were happy to do so. From this process, eight schools replied indicating they ran a graduation or certification process within their junior school. Of these, six completed a survey and two were interviewed.

Research questions

The response from schools that could not be visited resulted in the following series of questions being developed. These were sent with the following message.

Research Questions for Graduation

Feel free to omit any of the following questions or to answer in a way that is more convenient than answering some or all of the questions.

1. What is reported on in the graduation model?
2. Is the model "graduated"? (ie; students can be awarded at differing levels dependent on their achievements and efforts).
3. What SMS do you use?
4. Do you use your SMS for the model or do you manage it separately (eg; excel)?
5. How is the data collected and how often?
6. How often is it reported to students?
7. How often is it reported to parents?
8. Is the data used for monitoring student progress with staff? If so, how?
9. Is the data used to predict future achievement in NCEA? If so, how?
10. Has the model impacted assessment practices?
11. Has the model impacted teaching?
12. Has the model impacted student motivation? If so, how and how measured?

If you are able to add screen shots etc or files, that too would be greatly appreciated.

Schools visited

Two schools were visited and an extended opportunity was available to examine the above questions and to view features and processes supporting the programme. Both visits provided extensive information and insight.

Summary of responses

The following summary also includes responses from the interviewed schools. These are not recorded specifically in the "Written Responses" section below, as conversations did not necessarily follow the written questions. Not all response information fitted questions but is reported as appropriately as possible. The full written responses from those schools that provided one can found in Appendix 2.

What is reported on in the graduation model?

Models ranged between two extremes; these being what was termed in one reply as the "full-behaviour" focussed model and what might be called the "full-academic" focussed model.

The full-behaviour model focussed only on skills associated with learning. These include such categories as attitude, equipment, effort, organisation, managing self, participating and contributing, homework completion, relating to others, attitude to learning from subject teachers; uniform, attendance, punctuality and behaviour from tutor teachers.

The full-academic model focussed only on the results attained in assessments within subjects.

In-between these extreme models are the mixed models, where schools used a mix of the behavioural and the academic. The amount of representation each contributed varied within models.

Data sources included individual subject area data (in which subject teachers reported on set categories of data collection), and school-wide data (such as attendance and punctuality). Models used generally combined these two data sources.

Is the model "graduated"?

All schools reported in their response to this question a "step approach" to awards, allowing students to gain recognition for higher results in the model. This generally followed a not graduating, graduating, and higher graduating to indicate achievement higher than that required to graduate. The models included;

- Graduation with Distinction (attaining greater than 95%), Graduation (between 65 and 95%), Yet to Graduate (less than 65%).
- Graduate with Excellence (Above 90%); Graduate with Merit (75-89%) or Graduate (60-74%).
- Achieved, Merit, Excellence.

One school also reported using the model to determine "best all round student", "runner up" and "Junior Dux".

One school was looking to be able to report on the number of assessments or points students gained at the achieved, merit or excellence level. This was in response to feedback gained on their existing model, indicating a desire for this information amongst students.

Some schools reported using the failure to reach “achieved” or the graduating level to require students to repeat some or all of a year. This feature was used with great care and processes for signposting and consultation with students and their families existed. In one case a school reported a student self-selecting for repetition of year 10 as he felt the certificate process had signalled to him his unpreparedness for NCEA. This was viewed positively by him.

What SMS do you use and do you use your SMS for the model or do you manage it separately (eg; excel)?

Six of the seven schools that did reply reported using KAMAR. All reported using the SMS to manage the graduation process although one school reported exporting to excel while they adjusted to first year use of KAMAR. One school noted they export to excel for analysis (such as ethnicity and gender results comparisons).

How is the data collected and how often?

Schools reported collecting data once a term. One school reported it being collected throughout the year. This school also indicated that calculations were completed in November.

How often is it reported to students?

Data collection points also became data reporting times in most cases. The reports either went at the end of a term or beginning of the next term. One school published a progress mid- year, and the final result at prizegiving.

How often is it reported to parents?

Schools reported to parents at the same time as reporting to students via a written report. An important feature was the monitoring and support provided where students were considered to be falling behind the expected minimum benchmark (70%). At any time a school would contact parents if the student was in this category and two schools talked of fortnightly follow up to parents and students in this situation.

Is the data used for monitoring student progress with staff? If so, how?

Four schools responded they did use the data for monitoring student progress and stated processes for this. One school reported that they did not use the data for monitoring student progress. Processes for monitoring included;

- Sharing the data at Deans' meetings

- An expectation that form teachers were to discuss and monitor graduation frequently with form classes. This included the provision of self-assessment sheets for students to be discussed with the form teacher.
- Weekly feedback to the Graduation Coordinator on identified 'at risk' students of concern

Systems developed to assist students who had "fallen behind" were evidenced in some of the responses and interviews. These included;

- an expectation that subject teachers and departments would allow for re-submissions where possible
- "Saturday school" for students who had failed to submit pieces and were in danger of not graduating was compulsory.

Is the data used to predict future achievement in NCEA? If so, how?

In one school the results were used to assist in placement of students into banded Year 11 classes. Analysis in this school had shown a relationship in NCEA and student success in the programme.

Five schools replied no or not really to this question. They emphasised the preparation the programme provided for students to enter an NCEA programme.

My intention with this question was too vague. I had hoped to find schools had done longitudinal comparisons between NCEA results and any Graduation programme. It may be the case that schools have done this but did not indicate that they did because it was not directly referred to.

Has the model impacted teaching?

Three schools reported being unsure of impact or that there may have been some possible impact. One school provided evidence of surveying to determine satisfaction and reported "all results were very positive and encouraging". Other schools reported that the expectations inherent in their models had assisted a quick start to the year and maintaining momentum through the year by providing teachers with direct reference points for students to succeed. Monitoring throughout the year against benchmarks allowed for teachers to provide assistance and direction for students who had fallen behind expected benchmarks and acknowledge those students who were on or exceeding targets several schools reported high staff satisfaction with the impact of the models.

One school presented evidence of unit plans in year 10 for departments that directly linked to the graduation model. In this case the expectations for achieved, merit and excellence were documented and students informed. This school was developing processes to identify these levels of achievement in assessments via the SMS to allow for previously unrecognised recognition of achievement in the model.

Has the model impacted student motivation? If so, how and how measured?

Most schools discussed anecdotal findings, and felt that the model was resulting in improved motivation. One school provided evidence of surveying to determine satisfaction and reported “all results were very positive and encouraging”. Other responses included the positive impact on students who may have otherwise “cruised”, longitudinal evidence of cohort achievement improvement within the model, a perceived shift in the mid-to- low achievement band allowing for clearer identification of students in the extreme low band (and then allowing for the provision of assistance). Another school reported the model assisted pastoral discussions with students and parent-teacher interviews.

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Additional findings

One school reported resourcing the task of managing their Graduation process by identifying the staff member as the “Graduation Coordinator” and giving a time allocation to the task.

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Appendix

- 1. Full Written Responses**
- 2. Bishop Viard College Certificate of Achievement Handbook.**

Full Written Responses

The written responses to the twelve questions are recorded below. The order in responses recorded is maintained throughout so that the first response in each case is school 1 and so on. Some minor corrections of spelling have been made. Where a school did not reply to the specific question, the statement "no reply" is recorded.

1. *What is reported on in the graduation model?*

- Junior Diploma, JD with distinction (top ~6 – 10 % depending on cohort), Best all round student + runner up, Junior Dux
- classwork, homework, attitude, equipment
- Our model is based on the three basic skills needed for success in NCEA and also to become a valuable contributor in the workforce – Behaviour (has a double weighting), Effort and Organisation. I have attached the presentation I do to parents for you to understand these in more detail.
- Three criteria are used for each subject. Will attach the criteria for – Attitude, Course work and equipment. Then an overall mark is given for Attendance and Punctuality.
- Managing Self, Participating and Contributing, Relating to others, Attitude to learning - from subject teachers; Uniform, attendance, punctuality and behaviour from tutor teachers.
- We report on Homework, Learning Engagement, Equipment and Attitude & Behaviour.

2. *Is the model "graduated"? (ie; students can be awarded at differing levels dependent on their achievements and efforts).*

- See above
- they can get from 0-100% each category is ranked 1-5. Unexplained absences come of the % at 1 per unexplained absence period
- The model runs from Years 8 to 10 and we have three levels: Graduation with Distinction 95> (to allow for staff variations), Graduation 65 – 95 and Yet to Graduate <65
- Students can achieve at three levels. Averaged over the 4 terms a student can Graduate with Excellence (Above 90%); Graduate with Merit (75-89%) or Graduate (60-74%). Also students who gain 99 or 100% in 2 terms are awarded the schools' graduation badge. The school has badges and bar awarded for excellence in areas of academic, cultural and sporting etc.
- Is the model graduated? yes - 3 levels of graduation depending on the number of points the student gets
How is this reported? (What format and categories?) Points from subject teachers or tutors for the above
- Yes they can pass at achieved merit and excellence

3. What SMS do you use?

- KAMAR
- MUSAC
- KAMAR
- This is our first year of using KAMAR. Before that we were using MUSAC.
- No response
- KAMAR

4. Do you use your SMS for the model or do you manage it separately (eg; excel)?

- Use KAMAR
- we use MUSAC
- We were very conscious that when we began the Graduation system in 2009 that it wasn't 'just another thing' for staff to have to do. Because it was based around classroom learning, it made sense to report on it the same way. Therefore, staff allocate their grades at the end of every term in KAMAR and our IT guru here has designed some applications which pull attendance data etc from KAMAR and converts the results into excel for me but they are tracked on KAMAR too. This allows the following year's teacher to have an accurate picture of their class. The graduation grade is also often used in determining class streaming if there is a tie. The excel spreadsheets that result include ethnicity etc which is great when it comes to tracking our results for He Kakano.
- With MUSAC it was all done within markbook. Term 1 this year marks were entered in KAMAR by subject teachers but the results were calculated using Excel and the report was done in Word using Mail Merge. This is because we were not familiar enough with KAMAR to do the calculation and report component.
- Do you use SMS (and in particular KAMAR) for this? KAMAR but we have just changed to KAMAR this year and it was a bit of a mission to set it up - previously we had used MUSAC
- Use KAMAR

5. How is the data collected and how often?

- Throughout the year with the main academic calculations done in Nov
- Collected by teachers entering in markbooks in identified columns once a term for terms 1-3 and only those under 65% are put on booklets for term four because if they get less than 60% they repeat the year.
- As above, staff allocate a 1 – 4 grade in KAMAR which corresponds to rarely, sometimes, usually and consistently. They do this at the end of every term and students receive interim graduation reports at the end of every term also.

- Data is collected and calculated per term giving the students 4 overall results for the year.
- How often is progress monitored and reported? for Y9 three times per year to line up with the rotation subject changeover; for Y10 every term
- Collected at the end of term 1,2 and 3

6. *How often is it reported to students?*

- Progress mid year, and final prizegiving. This runs parallel to the formal school reports
- at end of terms 1-3
- End of every term
- Parents are sent a report for each term.
- teachers enter points into their markbook as above
- At the start of terms 2, 3 and 4

7. *How often is it reported to parents?*

- See above
- same
- Graduation results come out at the end of every term but if a student gets 70 or less at any stage they come on my radar. JHC is in the fortunate position of having me resourced as the graduation coordinator, so I facilitate the running of the system and also mentor students who identify at risk of not achieving graduation. In this case, I am in constant contact with the parents and families – at least once a fortnight
- Students who gain less than 70% for a term are monitored and guidance given at the beginning of the next term to assist their development. There is no set time for a student to be taken off monitoring – it depends on progress. Contact with parents is also made.
- Who is the data shared with (stakeholders - students, parents, teachers)? students, parents, tutor teacher, Dean
- Written report send home see example

8. *Is the data used for monitoring student progress with staff? If so, how?*

- Yes at Yr 10 deans meetings, indicating general engagement, academic achievement, etc
- no
- Staff, particularly form teachers who have a class for a core subject are encouraged to discuss graduation frequently. I have provided some 'self assessment' sheets where students can fill out what they think they'll get for graduation and then they justify it to their teacher and provides a nice platform for the discussion. Often students are much tougher on themselves than the teacher but it means the 'where

to' can be easily discussed. Staff also provide me with weekly feedback on my 'at risk' group so I can help with in class action plans with the students that are realistic. I try to be as transparent as possible with staff and students so it is a collaborative approach, not a punitive one. Due to my time allowance, there also means if there is an issue it can be dealt with relative immediacy. As mentioned above, a students' grad mark is sometimes used as a determiner for class placement and it also helps with our He Kakano tracking. I guess the key point here is the data collected is useful and is used frequently.

- Graduation is a non-academic progress and we re-enforce this with teachers, parents and students. It is important to emphasise it is about getting right the important factors which contribute to academic performance. It means the least able students are able to graduate with excellence. This has been extremely popular with parents who see their son's struggling academically but doing everything right in terms of character and effort.
- How often is the data shared? each time a report is issued as above
- ??

9. *Is the data used to predict future achievement in NCEA? If so, how?*

- Data used in placement of students into banded Yr 11 classes. A close correlation exists between success in JD and Merit/excellence endorsements.
- no
- Not really. It is very important to us that Graduation helps foster the skills to be successful regardless of academic ability.
- The impact is indirect. If students get attitude, work completion and organisation right then they will achieve better in the classroom.
- No
- No this is used to assess if student have the necessary study skills to progress through to the next year. A small number have been kept back to repeat part of the year

10. *Has the model impacted assessment practices?*

- Helped move large depts to more consistent assessment practices e.g. a single tchr marks a particular test/assessment across the whole cohort.
- None. it is separate it is not an achievement model it is a behaviour model
- No reply
- The impact is indirect. If students get attitude, work completion and organisation right then they will achieve better in the classroom. We saw a significant improvement across the board when we introduced the Graduation model and this has continued to date.
- No - not related to achievement

- No

11. Has the model impacted teaching?

- Not sure
- yes it has helped monitor and direct behaviours of students to get them to graduate and those aiming for 100%. A large majority get above 90%.
- Graduation at James Hargest means that the level of expectation has been very clearly set out. This has resulted in a quicker, more settled start to the year and teachers feeling like they have a tool in which to guide students to the correct behaviour with tangible outcomes. It also means students who have previously not been identified as issues but get less than 70 also get the assistance they require which helps in the classroom too.
- 11. And 12. There is an impact in the classroom and learning thru giving the students a clear goal to aim for and rewarding good practices. Students who are low by end of Term 2 and 3 have to make a real effort to pick up their graduation marks to gain entry to the next year level. Students who have failed graduation and repeat that year level usually make good progress but not every student is successful. The reports give Form Tutors and Deans important information to target need for individual boys and also to again acknowledge those getting it right. We have not measured an actual figure to what the impacts is – I would be interested in hearing if anyone has found a way to measure the impact. Staff are extremely positive about graduation model and want it to continue as they see it as a successful programme. Graduation also ensures student's clear their absences as if they are Late to Class or have Unexplained absences their attendance mark for graduation will be low.
- Not sure
- Possibly

12. Has the model impacted student motivation? If so, how and how measured?

- We believe. Able but 'lazy' students have a motivation to do well and realise that there is a positive outcome for their efforts. In 2011, 2 of the top 3 awards went to boys who probably would have cruised through the final exams/year had they not had this to spur them on. It has generated some healthy competition that was somewhat lacking prior to it's implementation.
- Don't measure it but anecdotally would say it has impacted
- This isn't something that has been specifically measured but the end of year graduation results show a consistent decreased in students getting less than 70 and requiring my assistance. There is a pattern that where I see a student in Year 8, and build a relationship, they very rarely become a graduation risk again. The exception to this is the core 2% of students who need very specialised assistance. However, what Graduation has done is shifted the cusp students (who could've gone either

way) and makes the 2% very obvious. I have also completed surveys of students and staff to see what impact graduation has had. All results were very positive and encouraging.

- 11. And 12. There is an impact in the classroom and learning thru giving the students a clear goal to aim for and rewarding good practices. Students who are low by end of Term 2 and 3 have to make a real effort to pick up their graduation marks to gain entry to the next year level. Students who have failed graduation and repeat that year level usually make good progress but not every student is successful. The reports give Form Tutors and Deans important information to target need for individual boys and also to again acknowledge those getting it right. We have not measured an actual figure to what the impacts is – I would be interested in hearing if anyone has found a way to measure the impact. Staff are extremely positive about graduation model and want it to continue as they see it as a successful programme. Graduation also ensures student's clear their absences as if they are Late to Class or have Unexplained absences their attendance mark for graduation will be low.
- Students who don't get enough points by the end of the year don't graduate into the next year level - can be held back for the year or for a term until behaviour improves
- Has impacted motivation particularly during pastoral discussions with students and parent teacher interviews.



Truth is light

Bishop Viard College Certificate of Educational Achievement (B.V.A.C)

Handbook

Documentation

Section 1. Rationale

Section 2. General information

Section 3. Information for staff

Section 4. Information for students and parents

Section 5. Markbook setup in KAMAR

Section 1 Rationale

Evidence shows that the offering of a junior in-school Certificate;

- Can be a major motivation tool to reward students for their academic and individual achievement
- Allow students to have the ability to strive for personal achievement and goal setting.
- Encourage good work habits in class and at home.
- Prepare students for NCEA
- Ensure everyone achieves to their highest potential.

Several schools investigated reported some or all of the above outcomes as a result of introducing a Certificate and ERO reports supported these observations.

Models adopted by schools ranged from the fully Academic focused certificate (where only results contributed to the certificate) to the fully Behavioural focused certificate (those in which only behaviour and effort and effort contributed).

The model to be used at Bishop Viard College is an equal mix of behavior and academic with a small contribution from attendance. This is to allow behavioural habits that support good academic success to be promoted and then assessed by teachers as well as the academic results achieved.

Section 2 General Information

The Bishop Viard College Junior School Certificate in Learning and Achievement

In 2013 Year 10 students will work throughout the year towards a Certificate in Achievement (to be known as The BVAC, Bishop Viard Achievement Certificate). Achievement will be assessed in three areas of a student's school participation.

1. Academic performance.
2. Learning Skills.
3. Attendance at school.

Area Contribution to final result

Academic performance, Attitudes and Learning Habits, and Attendance at school will contribute 48%, 48% and 4% respectively to the final results through "points".

Points

A total of 250 points will be available. Points will be awarded for identified assessments, attitudes and learning habits with a total of 240 points available through the academic and attitude areas (120 points each). A student's attendance rate will be converted to a score out of 10 points to contribute the stated 4%.

Individual Subject Contribution

The "four core" subjects of English, Mathematics, Science and Social Studies will each contribute 18 academic points and 18 attitude and learning habit points. Religious Education, PE and full year options will each contribute 12 academic points and 12 attitude and learning habit points. Half-year options will contribute 6 academic points and 6 attitude and learning habit points.

Academic Points

The four core subjects will nominate 6 assessments. All other full year subjects will nominate 4 assessments while half-year courses will nominate 2 assessments.

Each assessment will be worth a maximum of 3 points.

Marking for each assessment will be according to the scale 0 points – not achieved, 1 – achieved, 2 – merit, 3 – excellence.

An "Academic Points" markbook will be set up in the Set F folder for each subject in KAMAR.

Learning Skills Points

Each department can determine how these points will be awarded. Data items that contribute may vary in the number of points awarded with a data item contributing a minimum of 1 point. The four core subjects may nominate to a maximum of 18 data items. All other subjects will nominate to a maximum of 12 data items. It is recommended that the data gathered allow teachers to use it to also contribute to the school reporting system in the Report Comments and Attitudes area under the headings "Behaviour and Attitude", "Class participation", "Study Skills and Homework".

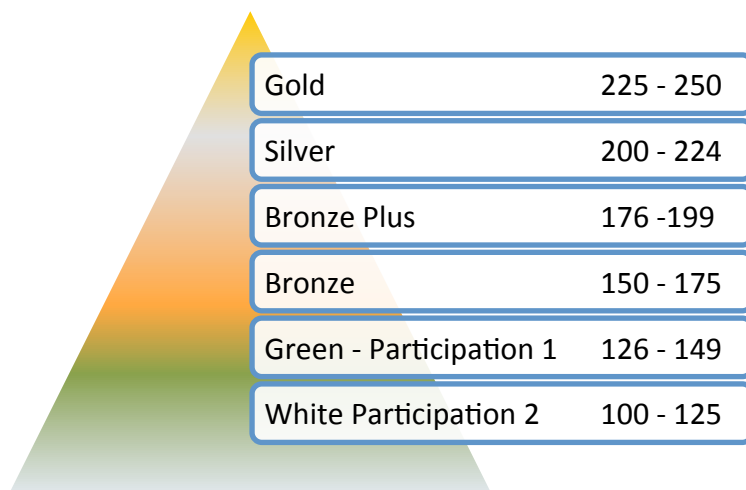
An "Attitudes and Learning Habits Points" markbook will be set up in the Set F folder for each subject in KAMAR.

Year 10	English	Maths	Science	Social Studies	RE	PE	Options Equivalent to two full year options	Total Credits
Academic credits	18	18	18	18	12	12	24	120
Learning Skills credits	18	18	18	18	12	12	24	120

Half-year options	<i>6 credits</i>
Full-year options	<i>12 credits</i>

Gold, Silver and Bronze Awards

Students will be awarded BVAC in six categories.



Award	Percentage range	Points range
Participation (Green and white)	40 - 60%	0 to 149
Bronze range	60 – 79.9	150 to 199
Silver range	80 – 89.9	200 to 224
Gold range	90 - 100	225 to 250

Reporting on the BVAC

Students and parents will receive four reports throughout the year. This will identify a student's performance in the three areas to date.

The reporting opportunities will provide monitoring opportunities and systems will be established to assist students to improve outcomes.

Graduation

Students who gain a Participation or Bronze Award will receive their Awards with reports. Students who gain Silver and Gold Awards will receive these at prizegiving. The top student will receive the year 10 Graduation Trophy for top performing student.

What happens when a new student joins the College part way through the year?

They will be reported against the number of points available to them **from the time they started** at Bishop Viard College. The grade for those students who are not undertaking a full course of study will reflect only those areas of study they have been involved in.

Section 3 Information for staff

In 2013 Year 10 students will work throughout the year towards a Certificate in Achievement (to be known as The BVAC, Bishop Viard Achievement Certificate). Achievement will be assessed in three areas of a student's school participation.

1. Academic performance.
2. Attitudes and Learning Habits.
3. Attendance at school.

Area Contribution to final result

Academic performance, Attitudes and Learning Habits, and Attendance at school will contribute 48%, 48% and 4% respectively to the final results through "points".

Points

A total of 250 points will be available. Points will be awarded for identified assessments, attitudes and learning habits with a total of 240 points available through the academic and attitude areas (120 points each). A student's attendance rate will be converted to a score out of 10 points to contribute the stated 4%.

Individual Subject Contribution

The "four core" subjects of English, Mathematics, Science and Social Studies will each contribute 18 academic points and 18 attitude and learning habit points. Religious Education, PE and full year options will each contribute 12 academic points and 12 attitude and learning habit points. Half-year options will contribute 6 academic points and 6 attitude and learning habit points.

Academic Points

The four core subjects will nominate 6 assessments. All other full year subjects will nominate 4 assessments while half-year courses will nominate 2 assessments.

Each assessment will be worth a maximum of 3 points.

Marking for each assessment will be according to the scale 0 points – not achieved, 1 – achieved, 2 – merit, 3 – excellence.

An "Academic Points" markbook will be set up in the Set F folder for each subject in KAMAR.

Learning Skills Points

Each department can determine how these points will be awarded. Data items that contribute may vary in the number of points awarded with a data item contributing a minimum of 1 point. The four core subjects may nominate to a **maximum of 9 data items**¹ contributing to the total of 18 points. The value assigned to a Learning Skills assessment or area can be altered throughout the year. For example a teacher may choose to assess the student's homework completion. The mark awarded at any time can be altered later. All other subjects will nominate to a maximum of 12 points. It is recommended that the data gathered allow teachers to use it to also contribute to the school reporting system in the Report Comments and Attitudes area under the headings "Behaviour and Attitude", "Class participation", "Study Skills and Homework".

An "Attitudes and Learning Habits Points" markbook will be set up in the Set F folder for each subject in KAMAR.

¹ There are 10 rows available, and the tenth one is used to generate the total.

Year 10	English	Maths	Science	Social Studies	RE	PE	Options Equivalent to two full year options	Total Credits
Academic credits	18	18	18	18	12	12	24	120
Learning Skills credits	18	18	18	18	12	12	24	120

Half-year options	<i>6 credits</i>
Full-year options	<i>12 credits</i>

Timeline

- By the end of week 2 term 1, each teacher has completed the attached sheet and submitted to SK.
- Subject Teachers; during the year, please enter results in the Set F markbooks according to the table below.
- Form teachers and Deans; Monitoring printouts to allow form teacher and deans to assist students to meet targets will be generated at the times stated in the table.
- HOD's; Hod's will find this useful for monitoring progress towards department goals.
- All stakeholders (staff, parents, students); Progress reports to be published to students and/or parents will be generated at the times stated in the table.

Term	Subject teachers Data entry	Monitoring Reports to Form teachers	Published Progress reports (all stakeholders)
1	Week 3	Week 5	
	Week 6		
	Week 9	Week 10	Week 10
2	Week 3	Week 5	
	Week 6		
	Week 9	Week 10	Week 10
3	Week 3	Week 5	
	Week 6		
	Week 9	Week 10	Week 10
4	Week 3	Week 5	
	Week 6	Week 8	Week 8

Year 10 assessment titles data sheet

Teacher: _____ Form class (if appropriate): _____

Subject: _____ half-year option RE, PE or full-year option Core Four subject **Academic Assessments**

List 2 if a half-year option, 4 if RE, PE or full year option and 6 for any other subject.

The title entered on the sheet below will appear in an "Academic Points" markbook in Set F of KAMAR for the year 10 class indicated.

Learning Skills Assessments

Data items that contribute may vary in the number of points awarded with a data item contributing a minimum of 1 point. The four core subjects may nominate to a maximum of 18 data items. All other subjects will nominate to a maximum of 12 data items. An "Attitudes and Learning Habits Points" markbook will be set up in the Set F folder for the year 10 class indicated.

			Approx assessment date	
	Academic Assessment Title	Max points	Term	Week
1		3		
2		3		
3		3		
4		3		
5		3		
6		3		
	Learning Skills Assessment Title	Points		
1				
2				
3				
4				
5				
6				
7				
8				
9				

Please note:

Academic Assessments might reflect the curriculum strands of the subject area where appropriate. If a subject has 3 strands, then there might be 2 assessments for each strand. (This may assist longitudinal analysis in the future).

1. It is recommended that the data gathered for Attitude and Learning Habits allow teachers to use the data to also contribute to the school reporting system in the Report Comments and Attitudes area under the headings "Behaviour and Attitude", "Class participation", "Study Skills and Homework".

Section 4 Information for Students and Parents

Bishop Viard College offers the **Year 10 Bishop Viard College Achievement Certificate (BVAC)**. Students work throughout the year in all subjects towards this certificate. For each subject assessments and learning skills will be assessed and awarded “points”.

Assessments

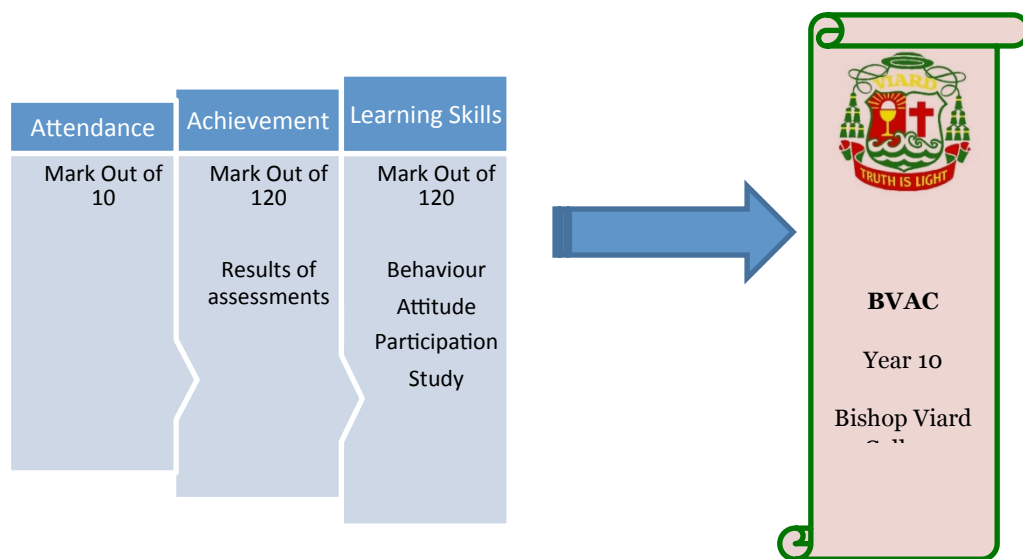
In the four core subjects of English, Mathematics, Social Studies and Science there will be 6 assessments that contribute to the BVAC. In all other full year subjects there will be four assessments that contribute. In half year subjects there will be two assessments that contribute. In all subjects, these assessments will contribute 0 points (not achieved), 1 point (achieved), 2 points (merit) or 3 points (excellence). All assessment points will combine to contribute 46% towards the final total.

Learning Skills

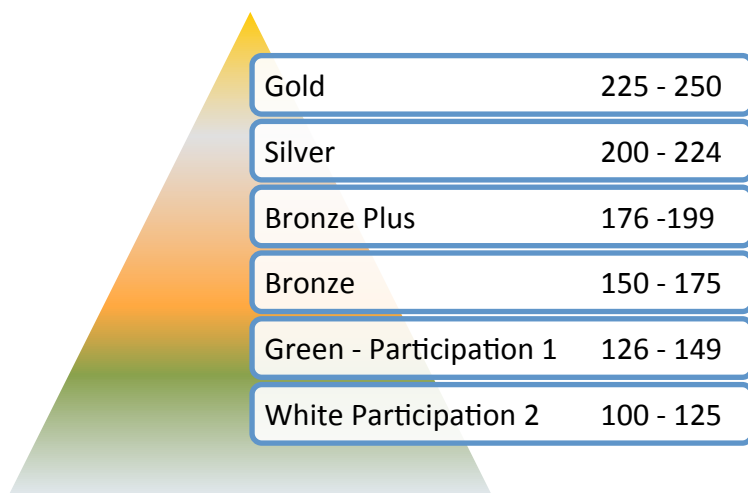
The subject teacher will assess a student’s learning skills and these will contribute an equal total amount of points as the assessments in the subject. The skills may include homework, organisation, group work, and other skills that help you to learn. Your teacher will tell you what will be assessed in each subject. All Learning Skills points will combine to contribute 46% towards the final total.

Attendance

Your attendance at school will contribute 4% towards the final total.



Students will be awarded one of six grades of Certificate according to their total Mark.



Monitoring and reporting: Student will receive progress reports twice a term, with the latter report of each term also being posted home for parents. Form teacher and Deans will monitor student progress and provide assistance.

Graduation: Students who gain a Participation or Bronze Award will receive their Awards with reports. Students who gain Silver and Gold Awards will receive these at prizegiving. The top student will receive the year **10 overall trophy**.

What happens when a new student joins the College part way through the year? They will be reported against the number of points available to them **from the time they started** at Bishop Viard College. The grade for those students who are not undertaking a full course of study will reflect only those areas of study they have been involved in.

Steps to Achieving in the Certificate programme

Students can improve contributing grades in the following way.

- Being prepared for class – have necessary equipment
- Being attentive and willing to learn
- Asking clarifying questions
- Having learning focused conversations
- Not giving up
- Use many resources and opportunities to develop an understanding of what is being taught
- Work well in groups when required, focusing on the learning
- Contributing to any class discussions constructively
- Demonstrating organisational skills
- Set high standards for work completion in the classroom and homework
- Demonstrate ability to manage their work effort and behaviour in class
- Demonstrate ability to apply thinking skills where appropriate
- Checking understanding of lesson content
- Reviewing lesson content at home each day – write a short review of the lesson summarizing what was covered and what you learnt
- Studying and preparing thoroughly for assessments; seeking assistance where needed
- Ensuring you are at school and in classes on time ready to learn

Section 5 Markbook setup

Part 1. Individual subject markbooks

- a. Academic Points setup and use
- b. Learning Skills Points setup and use (please note that in the diagrams below Learning Skills is labeled Attitudes and Learning Habits).

Part 2. Global markbook setup

- a. Individual subjects
- b. Combined markbook for all subjects and attendance

Part 1 Individual subject markbooks;

Academic Points setup

- All markbooks for the BVAC will be located in Set F.
- In Set F, add a “New subject Assessment”. Record the title, type as “Mark” and template as “Raw Total”.

The screenshot shows a 'New Assessment' dialog box for the subject 'Mathematics'. The dialog prompts the user to 'Enter details for new Subject Assessment...'. The fields are as follows:

- Title:** BVAC Maths Academic Points 2
- Department:** Mathematics
- Type:** Mark (selected), Grade, Text
- Template:** Mark to Percentage, Raw Total (selected), Max Score

Buttons for 'Cancel' and 'Create' are located at the bottom right of the dialog.

Note the assessment code. This will be needed in the global folder.

3	Subject : 10MATH37
4	Subject : 10MATH38
5	Subject : 10MATH39
6	Subject : 10MATH40

- Create the markbook. It will now appear in set F.

Set A	Set B	Set C	Set D	Set E	Set F																
<table border="1"> <thead> <tr> <th>Assessment</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>1 Subject : 10MATH35</td> <td>10 BVAC Maths Effort Points</td> </tr> <tr> <td>2 Subject : 10MATH36</td> <td>Year10 BVAC Maths Academic Points</td> </tr> <tr> <td>3 Subject : 10MATH37</td> <td>year 10 Math BVAC Overall</td> </tr> <tr> <td>4 Subject : 10MATH38</td> <td>yr 10 BVAC Attendance</td> </tr> <tr> <td>5 Subject : 10MATH39</td> <td>BVAC Maths Academic Points</td> </tr> <tr> <td>6 Subject : 10MATH40</td> <td>BVAC Maths Academic Points</td> </tr> <tr> <td>7 Subject : 10MATH41</td> <td>BVAC Maths Academic Points 2</td> </tr> </tbody> </table>						Assessment	Title	1 Subject : 10MATH35	10 BVAC Maths Effort Points	2 Subject : 10MATH36	Year10 BVAC Maths Academic Points	3 Subject : 10MATH37	year 10 Math BVAC Overall	4 Subject : 10MATH38	yr 10 BVAC Attendance	5 Subject : 10MATH39	BVAC Maths Academic Points	6 Subject : 10MATH40	BVAC Maths Academic Points	7 Subject : 10MATH41	BVAC Maths Academic Points 2
Assessment	Title																				
1 Subject : 10MATH35	10 BVAC Maths Effort Points																				
2 Subject : 10MATH36	Year10 BVAC Maths Academic Points																				
3 Subject : 10MATH37	year 10 Math BVAC Overall																				
4 Subject : 10MATH38	yr 10 BVAC Attendance																				
5 Subject : 10MATH39	BVAC Maths Academic Points																				
6 Subject : 10MATH40	BVAC Maths Academic Points																				
7 Subject : 10MATH41	BVAC Maths Academic Points 2																				

Open the newly created assessment by clicking on it. The following pop up will appear.

- Select the Report as Mark tab.

- In the area labeled “Part Titles”, add the titles of the assessments. In the final row, create the Total result. This is calculated by adding the part assessments, p[1]+p[2] etc

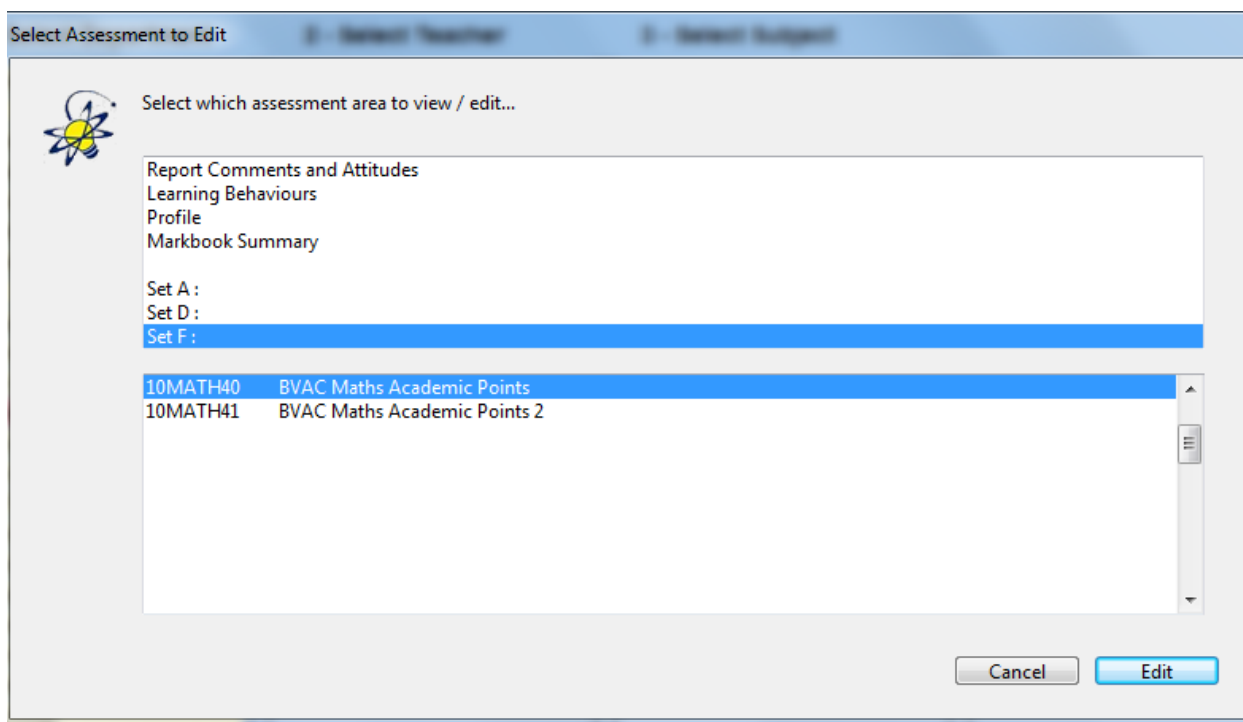
Part Titles		Part Calculations	
1	Number 1		
2	Measurement 1		
3	Statistics 1		
4	Number 2		
5	Trigonometry		
6	Probability		
7	Total	p[1]+p[2]+p[3]+p[4]+p[5]+p[6]	
8			
9			
10			

Mark out of	Part Ratios
3	3
3	3
3	3
3	3
3	3
3	3
18	0
Mark out of: 100	
Places: 0	
Median: <input checked="" type="checkbox"/>	

- Record the “mark out of” and the “part ratio” as 3.
- For the “Total”, record the “mark out of” as 18 (or 12 for appropriate subjects) and the “part ratio” as 0.
- Record the “results are rounded off to mark out of” as 100. Set the number of decimal places to 0.

Academic Points use

- Enter through the normal process, selecting folder set F and the assessment.



- Enter results as requested in the timeline.

			Entered KAMAR	Publish Result	Med: 44	Number	Measure	Statistic	Number	Trigono	Probabil	Total	Commer	
R	S	S	✓	✗	/ 100	S	S	/ 3	/ 3	/ 3	/ 3	/ 3	/ 18	
Anderson	Connor	E 10TT	✓	✗	44	[1]		3	2	1	0	1	1	8
Brothwood-	Elizabeth	E 10TT	✗	✗										
Clarke	Moeshan	M 10TT	✗	✗										

Learning Skills Points setup

- Repeat the process for creating a new assessment, with the title “BVAC (subject) Attitude and Learning Habits Points”.
- Open the newly created assessment by clicking on it.
- List the titles in the “Part titles” area.

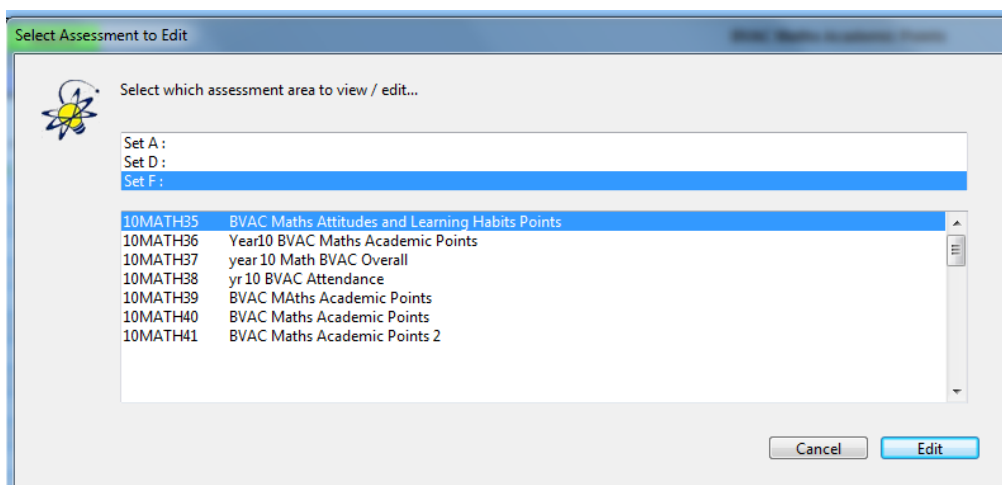
Part Titles		Part Calculations		Mark out of		Part Ratios	
1	contribution 1			3		3	
2	contribution 2			1		1	
3	contribution 3			2		2	
4	contribution 4			2		2	
5	contribution 5			2		2	
6	contribution 6			2		2	
7	contribution 7			1		1	
8	contribution 8			3		3	
9	contribution 9			2		2	
10	total	P[9] + P[8] + P[7] + P[6] + P[5] + P[4] + P[3] + P[2] + P[1]		18		0	

mark out of:	100
al Places:	0

- Record the contribution each part makes to the final mark of 12 or 18. The amount may vary for the parts, but the total must be to 12 or 18.
- Record the “results are rounded off to mark out of” as 100. Set the number of decimal places to 0.

Learning Skills Points use

- Enter through the normal process, selecting folder set F and the assessment.



- Enter results as requested in the timeline.

		Entered	Publish	Med: 50	contribution 1 through 9									total	Commer			
R	S	KAMAR	Result	/ 100	S	S	tion 1	tion 2	tion 3	tion 4	tion 5	tion 6	tion 7	tion 8	tion 9	/ 18		
Anderson	Connor	E	10TT	✓	✓	67%	[1]	1	0	2	1	2	2				8	
Brothwood-	Elizabeth	E	10TT	✓	✓	50%	[2]	1	1	1	2	0	1				6	
Clarke	Moeshan	M	10TT	✓	✓	25%	[3]	2	1	0	0	0	0				3	
Fa'aleiua	Ebony-Ellenice	P	10TT	✗	✗	not entered											0	

Part 2 Global markbook setup

a: Individual Subjects

Create an assessment for each subject area. Eg; BVAC Maths Overall (can be done in subject folder or global).

6	Subject : 10MATH40	BVAC Maths Academic Points
7	Subject : 10MATH41	BVAC Maths Academic Points 2
8	Subject : 10MATH42	BVAC Maths Overall

Enter the part titles and calculations as below. A “raw” of each can be created also which may be useful for reporting purposes.

Report as Text		Mark out of	Part Ratios
Part Titles	Part Calculations		
1 Academic Points	$\text{round}(10\text{math}40,0)$	100	50
2 Attitudes and Learning	$\text{round}(10\text{math}35,0)$	100	50
3 Total	$0.5*(P[1] + P[2])$	100	0
4		18	0
5 Raw Academic	$\text{round}(10\text{math}40*18/100,0)$	18	0
6 Raw Attitudes and	$\text{round}(10\text{math}35*18/100,0)$		
7			
8			
9			
10			

Mark out of:	36
al Places:	0
/ Median:	<input checked="" type="checkbox"/>

b: Combined subjects and attendance

- In global year 10 folder, create 10BVAC.

Global						Year 10 Global Markbook		
Year 10						Global		
Print Edit Access Edit Details Check NZQA								
Set A	Set B	Set C	Set D	Set E	Set F	Term One	Term Two	Term T
+	Assessment	Title						
1	School : 12ATTEND	Attendance						
2	School : 10YR10BV	10 Bvac						
3	Subject : 10MATH37	year 10 Math BVAC Overall						
4	Subject : Year1020	BVAC Maths Overall						

- Set this up according to the diagrams below. The part calculations require knowing the code for each assessment. (eg; Maths is G_Year1020_12)
- Note; in this example the part ratios are the contribution each area makes to the final grade out of 100%. This could be ignored and the “round off to mark out of” could be left as 250, rather than 100. The reason to allow to express it in percentage is to allow for progress reporting to be understandable.

Report as Text

Part Titles	Part Calculations	Mark out of	Part Ratios
1 Mathematics	round(G_Year1020_12,0)		
2 English		36	14,4
3 Science		36	14,4
4 Social Studies		36	14,4
5 Religious Education		36	14,4
6 Physical Education		36	14,4
7 Option 1		24	9,6
8 Option 2		24	9,6
9 Attendance		24	9,6
10 Total	P[1] + P[2] + P[3] + P[4] + P[5] + P[6] + P[7] + P[8] + P[9]	24	9,6
		10	4
		250	0

off to a mark out of : 100
 Decimal Places : 0
 te Rank / Median :

- The resulting assessment will populate as results are entered. A sample is provided below with only maths points entered for one student. Note that he has 56% of the points possible to gain on the data entered.

Main Menu > Markbook > Year10 Year 10 Global Markbook

GE 85 students year 10 BVAC

Print Export Import Tools Stats Select Assessment

R	S	S	S	Entered KAMAR	Publish Result	Med: 52	Mathematics	English	Science	Social Studies	Religious Education	Physical Education	Option 1	Option 2	Attendance	Total	Comment
						/ 100	14.4 / 36	14.4 / 36	14.4 / 36	14.4 / 36	9.6 / 24	9.6 / 24	9.6 / 24	9.6 / 24	4 / 10	/ 250	
Adams	D'Artanyon	M 10LP	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0% [4]	0									0	
Afamasaga	Saolele	P 10FN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	not entered	0									0	
Aiono	Nila	P 10FN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	not entered	0									0	
Anderson	Connor	E 10TT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	56% [1]	20									20	