

# Managing National Assessment Report

## Forest View High School

June 2022

# FINDINGS OF THIS REVIEW

## Forest View High School

23 June 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.

### Actions and considerations

#### No action required

The school has no actions relating to the quality of their assessment systems.

#### For consideration

To extend good practice in meeting ākonga needs and supporting assessment practice, the school is encouraged to consider within the next year:

- expanding opportunities for digital assessment including digital exams.



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23 August 2022

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## External and internal review

### External review

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

**Action Items from 30 May 2019 Managing National Assessment Report** All recommendations and findings have been followed up. As a result, the Principal's Nominee and senior leaders established the school's current procedures which have effectively addressed all required actions.

The 2019 review identified four significant issues. In order to address these the school was required to:

- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2019, 6.4(b)*)
- ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient (*CAAS Guidelines 2.6ii*)
- transfer student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted (*CAAS Guidelines 2.7iii*)
- follow-up external review recommendations and findings (*CAAS Guidelines 3v*).

In the 2019 Managing National Assessment Review it was noted that there was no effective monitoring process to confirm to the senior leadership that all standards assessed had been subject to internal moderation prior to reporting grades to NZQA.

It was also reported that there was inconsistent understanding and application of school assessment procedures which put at risk the credibility of qualifications

All kaiako follow clearly defined internal moderation practices including using external verifiers. The Principal's Nominee submits accurate data files every month. The school's processes and procedures will be discussed more fully throughout the report.

**External moderation processes and response to outcomes** External moderators are reporting that there is improved consistency between assessor judgments and the standard.

The school has established effective processes to respond to external moderation feedback and to ensure actions to address issues are identified and monitored for timely completion. The Principal's Nominee and Senior Leader of Faculty Leaders clearly communicate the expected school processes around responses to external moderation. Faculty Leaders discuss with kaiako external moderation outcomes and then document an action plan if required. This plan is then monitored for completion by the Principal's Nominee and/or the Senior Leader of Faculty Leaders. External moderation reports where the assessor judgements are not at the standard inform professional learning for kaiako. Actions include kaiako working with subject associations and faculty evaluation and discussion. This approach helps to strengthen kaiako knowledge.

As a consequence of improved internal moderation practice, samples of student work are stored and available if requested for external moderation. An immediate success of strengthened internal moderation has been the drop in external moderation reporting materials not received from 26 percent in 2021 to 3 percent in 2022.

## **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)*

**Self-review is purposeful** Forest View High School has developed their capacity for self-review to effectively respond to students' academic needs and to support achievement. Forest View High School is focused on inclusivity and equity of opportunity for ākonga. The school provides programmes of learning and assessment in an inclusive, values-based environment which best meet the needs and aspirations of their ākonga, whānau and wider school community.

The Principal's Nominee and Senior Leader of Faculty Leaders effectively lead and share accountability for NCEA assessment practice and quality assurance with kaiako. The leadership team has made strategic decisions to support the learning of boys and those ākonga identified as being at high risk of not attending and not achieving a qualification.

**Learning programmes designed to meet specific needs of students** The Tumuaki and senior leaders recognise the pivotal role the school has in their community in offering ākonga meaningful learning and assessment pathways to provide access to future study and career opportunities. The school has designed learning programmes to address the specific educational and social needs and aspirations of their ākonga. The traditional five subject model is available to ākonga where courses at each level must have a minimum of 14 credits available to ensure that ākonga have the opportunity to achieve a qualification. Many of these courses allow ākonga to select learning contexts to engage them and promote achievement.

The Ākoranga programme has been set up for ākonga to experience social and sporting activities in the community, which they would not normally have access to within and outside the school. The school has identified that this is an important aspect of learning and connecting with the community. It provides positive outcomes for the well-being of ākonga, and it is strongly supported by whānau and the community

## **Credible assessment practice to meet ākonga 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)*

**Targeted support for ākonga** Forest View High School has a range of targeted programmes to support ākonga, as appropriate. These courses cater for ākonga who are at risk of not achieving a qualification.

Arataki is a life-skills course which the school and community identified as necessary for their community to build confidence in their ākonga. Te Ara Haeata is a boys' only course which focuses on social and behavioural skills for ākonga who are at risk

of dropping out of the school system. Te Ahuru Mowai was created for students with significant learning needs who have individualised learning plans. Kaiako are aware of ākongā who require special assessment conditions support for assessment.

**Raising student achievement** Forest View High School responds effectively to the learning needs of its diverse ākongā population. The school provides a number of targeted courses and opportunities for ākongā. Ākongā are mentored to select courses which will allow them to achieve their future aspirations and pathways. There is a strong pastoral system in place. The Junior Certificate in Learning for Years 9 and 10 is a new programme which is designed to build ākongā confidence and to give them skills around engaging with learning assessment so that they are ready to participate in NCEA. The school anticipates that ākongā will be more knowledgeable, skilled and confident to select courses of learning at the senior level which are relevant to their future pathways. They are also expected to have a clear understanding of the qualification and what is required to achieve it.

**Achievement of numeracy and literacy** Kaiako have a collaborative approach to providing opportunities for ākongā to achieve the numeracy and literacy requirements of the qualification. Standards in courses which count towards numeracy and literacy are identified and kaiako are aware of them. This allows kaiako to monitor ākongā progress and to identify where assessment opportunities are available to them to achieve success. The school is currently exploring how to provide appropriate courses which will allow ākongā to achieve the new co-requisite standards in the NCEA Change Programme.

**Sound quality assurance processes** Faculty Leaders have clear procedures in place for gathering evidence from school examinations for derived grades. Assessed work is moderated through cross-marking and grade verification by kaiako. These quality assurance processes are documented. The school can be confident that if required, results provided to NZQA supporting derived grade applications are credible.

**Expanding opportunities in digital assessment** The school should continue expanding their participation in internal and external digital assessment and digital practice exams. This will mean that they are well prepared for the implementation of the digital first approach of the NCEA Change Programme. The school should also participate in further pilot standards for the Review of Achievement Standards to prepare students for future assessment opportunities.

**Ākongā share responsibility for tracking their progress** Ākongā monitor their progress throughout the year by using the student management system application and by logging into the NZQA website. This means that ākongā can ensure that they are awarded the correct grades for internal assessment and can therefore confidently track their progress towards achieving a qualification. During the review ākongā were clearly able to articulate what is required to attain each level of the NCEA qualification and understood assessment rules.

## **Internal moderation to ensure the reporting of credible results**

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

**Robust processes and monitoring of internal moderation** The Principal's Nominee and Senior Leader of Faculty leaders set clear expectations for kaiako to complete all steps in the moderation process and progress is tracked. Effective school-wide processes for internal moderation ensure practices are documented, consistent and timely across learning areas and kaiako. The school has clearly defined and required moderation steps and centralised electronic and physical systems for all student work.

Senior leaders can be assured that as a result of ongoing monitoring, required standards of quality assurance are being met and results are credible. From the 2019 MNA Review, the school was required to strengthen internal moderation by using a purposeful and sufficient selection of student work for grade verification and to ensure that the selection of student work for external moderation met NZQA requirements. The Principal's Nominee and the Senior Leader of Faculty Leaders monitor completed internal moderation using online tools before results are reported to ensure that they are credible. This includes checks of the internal moderation cover sheet for sufficient and strategic selection of ākonga work, the quality of verifier judgment statements, and storing student work either digitally or physically in a central space.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of ākonga**

**Forest View High School has effective processes and procedures for meeting the assessment needs of their ākonga by:**

- designing coherent programmes of learning and assessment that are focussed on ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer course the school is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing 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 ākonga 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.

**Forest View High School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākonga privacy in the issuing of ākonga results.

## **Effective internal and external moderation to assure assessment quality**

**Forest View High School has effective processes and procedures for managing internal moderation by:**

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga 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.

**Forest View High School has effective processes and procedures for managing external moderation by:**

- ensuring samples of ākonga work are available for submission by being adequately stored
- selecting samples of ākonga work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

**Forest View High School effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Forest View High School 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 NZQA reports such as the Key Indicators to identify and resolve any errors
- having ākongā and kaiako 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 ākongā and their whānau about assessment**

### **Forest View High School has effective processes and procedures for:**

- ensuring ākongā receive outlines for courses they undertake
- supporting ākongā to monitor their achievement
- discussing assessment policy and procedure with staff and providing updates of NCEA information throughout the year
- reporting on ākongā progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākongā success, [such as the holding of parent gatherings].

### **Forest View High School assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā 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 Forest View High School:

- 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 2021* (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 2022* (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's consideration to enhance good assessment practice.

### What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every five years.

## How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Forest View High School Staff Handbook, National Qualifications, 2022*
- *Forest View High School Assessment Policy 2022*

The School Relationship Manager met with:

- the Principal's Nominee
- Senior Leader of Faculty Leaders
- Faculty Leaders of:
  - Humanities
  - Mathematics and Business
  - Physical Health and Well-Being
  - Science and Biology
- Kaiako of:
  - Business Studies
  - Pacific Studies
- three students.

There was a report-back session with the Principal, Principal's Nominee and the Senior Leader of Faculty Leaders 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.