Managing National Assessment Report

Bishop Viard College

June 2024

FINDINGS OF THIS REVIEW

Bishop Viard College

7 June 2024

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with 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.
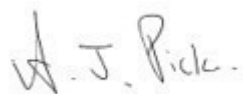
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2019.

Actions

Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications:

Action	Timeframe
External Review	
Evaluate the effectiveness of actions taken in response to external moderation	Ongoing - As standards are assessed
Credible Assessment	
Submit all quality assured results for use as derived grades to NZQA	Prior to the exam round

Amanda Picken
Manager
School Quality Assurance and Liaison

5 Aug 2024

NZQA

0800 697 296

www.nzqa.govt.nz

External and internal review

External review

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

Action Items from 29 March 2019 Managing National Assessment Report
Bishop Viard College has effectively addressed all action items from the previous report as follows:

- Tailored learning and assessment programmes meet the needs and aspirations of ākonga and whānau. Ākonga have more choice with the introduction of new courses and have access to sufficient assessment opportunities to allow them to achieve a qualification.

- The college has a comprehensive NCEA assessment document which is referred to regularly by kaiako, ākonga and whānau as required. This is discussed later in the report.

- Internal moderation processes are monitored by the Principal's Nominee and are discussed later in this report.

- Improved courses, assessment plans and achievement monitoring ensure ākonga are assessed when ready. When ākonga have had an adequate assessment opportunity, a grade is reported.

- The school is following NZQA's current requirement for strategic, purposeful selection.

External moderation response to outcomes and processes   Responses to external moderation identify necessary changes to standards which are then actioned, and where support for assessors is needed, professional learning opportunities are provided. The Principal's Nominee collects responses to moderation and collates them on a central spreadsheet. The school needs to complete the cycle by having Heads of Department evaluate the effectiveness of the actions taken when the standards are next assessed and record the outcomes on the spreadsheet.

In response to the 2023 external moderation summary which identified that the school was not meeting the national external moderation requirements, the Principal's Nominee conducted an in-depth review and evaluation of all steps in the moderation process to determine why they received this result. Heads of Department reported that they were submitting borderline graded work for external moderation which could account for the large percentage of reports that were returned as Not Yet Consistent. Kaiako are now aware that they should be submitting solid grade examples of work and the NCEA documentation has been updated to reflect this.

Exam Centre Quality Assurance Check

The 2023 Quality Assurance check of the school's examination centre, sent to the school identified several issues. The school has effectively resolved the identified issues.

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)

Bishop Viard College effectively uses achievement data, and ākonga and whānau voice in a collaborative self-review cycle to ensure courses, assessment practice, systems, policies and procedures continue to meet the needs of its diverse range of learners. Relationship Based Learning is embedded in all aspects of the college to maximise the achievement outcomes of all ākonga and reduce barriers to success for Māori, Pacific and all priority ākonga.

Data collection and analysis informs self-review   Kaiako self-review and evaluation of assessment practice is embedded and ongoing as data is analysed after each assessment event to determine how practice can be improved. Heads of Department are expected to meet with senior leaders regularly to discuss and evaluate assessment practice. There is an expectation that all kaiako deliberately work towards improving their practice to raise the achievement of their ākonga. They are encouraged to examine and use cultural contexts appropriate to their learners and if necessary, adjust these and their strategies to give learners the best possible assessment opportunities. Since 2020, achievement rates for NCEA Levels 1 and 2, as well as University Entrance have improved and are better than those of comparable schools.

Ākonga aspirations met through new courses   The college acknowledges and leverages the diverse cultural experiences of its ākonga to develop courses that meet their unique aspirations and goals. The Performing Arts programme enriches ākonga academic experience and has made that experience more holistic. The college has also introduced Business Studies and Construction in response to ākonga pathways aspirations. A broader range of courses gives ākonga more options and access to assessment opportunities that allow them to achieve a qualification.

Ākonga created support and professional development   Malamalama is newly formed group of ākonga who with the support of the kura is developing professional learning opportunities for staff to better equip them to meet the learning and assessment needs of their Pacific and Māori ākonga. The group has created a series of video shorts where ākonga explain how they learn best within their cultural context. They have also developed study tools and support mechanisms for ākonga to better navigate their way through their education. As it is a relatively new initiative it has yet to be evaluated but it is an example of the college's ongoing commitment to improve outcomes for its ākonga through self-review.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting ākonga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Tracking individual ākonga progress   Kaiako at Bishop Viard effectively track and analyse achievement data for individual ākonga to ensure they receive the best possible supports and assessment opportunities. The Principal's Nominee, Academic Dean and Heads of Department collaborate, discuss strategies and support for ākonga identified as being at risk of not achieving their academic goals. All ākonga results are tracked on colour coded master spreadsheets which are shared with staff. Achievement data is analysed in conjunction with the individual ākonga current circumstances including any learning needs, Special Assessment Conditions or personal circumstances. Subject kaiako of these ākonga are encouraged to share and discuss strategies which produce the best results for them.
Ākonga have one on one access to Ako tutors to support their learning whenever it is needed. Ākonga and kaiako report that this extra support is very effective.

Assessment policy and practice clearly communicated   The college effectively uses a range of methods to ensure ākonga, whānau and staff are kept up to date with assessment practice and changes to NCEA. The comprehensive Bishop Viard College NCEA guide document was developed after consultation with ākonga about its design. It is accessed and referred to by all members of the school's community. The Principal's Nominee ensures it is kept up to date.

The So'otaga ("Connection") programme was developed in 2020 as a result of consultation with whānau. It aims to create and maintain "strong connections between school and home, between home and the next learning steps for ākonga and between the whānau and the future pathways of ākonga". The Kaimanaaki establishes links with whānau and continues to use those links to ensure all whānau and ākonga are clear about what is required to achieve NCEA.

Year 10 - 13 ākonga meet individually or in pairs with So'otaga facilitators who are community members, to go through the guide and it is regularly sent out to whānau. So'otaga facilitators are also available during parent interviews to discuss NCEA with whānau. NCEA information is also shared through social media platforms.

Submit all quality assured derived grades   The Principal's Nominee needs to submit all quality assured practice assessment grades to NZQA as they may be required for derived grades applications. Kaiako and Heads of Department have processes in place to assure that awarded grades are valid. These processes are documented within individual departments.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Internal moderation systems evaluated   Kaiako at Bishop Viard College consistently follow clear internal moderation procedures which should ensure that valid, credible results are reported. However, as noted earlier in the report external moderation results indicate that these processes need to be consistently followed and monitored.

Assessment tasks are critiqued before use and kaiako use a mix of internal and external verifiers. The kaiako and verifier discuss the moderated grades to make the final decision. All steps are documented on a moderation sheet which is stored electronically through a software programme. The Principal's Nominee monitors all steps in the moderation process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Bishop Viard College has effective processes and procedures for meeting the assessment needs of its ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations

- broadening assessment opportunities by engaging with external providers to offer courses 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

- 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.

Bishop Viard College 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 grades

- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

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

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose

- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements

- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of 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.

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

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

- responding effectively to external moderation outcomes and providing support for assessors where appropriate

- monitoring and documenting actions taken to address external moderation feedback

- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Bishop Viard College 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.

Bishop Viard College reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data

- checking Key Indicators and NZQA reports to identify and resolve any errors

- conducting ākonga 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 ākonga and their whānau about assessment

Bishop Viard College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose

- ensuring ākonga receive outlines for courses they undertake

- supporting ākonga to monitor their achievement

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- reporting on ākonga 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 ākonga success, such as the holding of parent gatherings.

Bishop Viard College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga

- informing ākonga about suitable learning pathways

- supporting ākonga 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 Bishop Viard 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, ākonga and whānau.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and

- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024.*

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance

- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*

- agreeing action with the school where an issue has been identified that could become significant if not addressed

- making suggestions for the school's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.

- A check on specific aspects of assessment systems on an annual basis.

- A check on the school's assessment systems at least once every five years.

How we conducted this review

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

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *NCEA Guide, Bishop Viard College 2024*
- *External Moderation Review, Bishop Viard College 2023*

The School Relationship Manager met with:

- the Tumuaki's Nominee
- Deputy Tumuaki – Curriculum/Assessment
- Heads of Department for:
    - English
    - Mathematics
    - Religious Studies
    - Science
    - Social Science
    - Technology
- Kaiako in Charge of:
    - Gagana Samoa
- three ākonga.

There was a report-back session with the Tumuaki and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.