Managing National Assessment Report

Bishop Viard College

March 2019

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, students and families.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and

- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2019* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

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

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

- making suggestions for the school to consider to enhance good assessment practice.

What this review includes

The review has three components:

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

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

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

How we conducted this review

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

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *School Assessment Policies and Procedures, Bishop Viard College 2019* (Staff Handbook)
- *NCEA – Student Assessment Information Booklet, Bishop Viard College 2019* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning for:
    - English
    - Mathematics
    - Physical Education
    - Social Sciences
    - Visual Arts
- three students.

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

SUMMARY

Bishop Viard College

29 March 2019

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Bishop Viard College has processes and procedures to ensure that students are gaining credible qualifications.

The school's self-review of assessment practice has resulted in some effective changes. It has improved processes to identify students who may be eligible for special assessment conditions. This has greatly increased the number of students accessing special assessment conditions and gaining success as a result. Improvement has also been made to the monitoring of action plans in response to external moderation with the implementation of a new recording and monitoring process. A monthly To Do list, developed by the Principal's Nominee, is helping Leaders of Learning to ensure all assessment related tasks are completed in a timely manner.

Steps have been taken to ensure that Māori and Pacific students have equitable access to STEM subjects, particularly through the accessibility to digital technologies and pathways. Subject workshops have been implemented to support students taking external examinations in these subjects.

Moderation is an embedded practice in the school. Teachers value the feedback from external moderation and actively put standards forward for moderation selection. The school has maintained a high overall agreement rate between assessor and moderator judgements. This confirms the robustness of their verification process.

Data reported to NZQA is accurate and timely. Students and whānau are well informed about NCEA through good communication methods. This includes information evenings and publications in Pacific languages.

Areas for improvement

School programmes need to be reviewed to meet more effectively student needs for academic and vocational pathways. Re-focusing on the school-wide goal of assessing students when ready will help students to experience success and improve assessment outcomes.

Internal moderation requires monitoring so that Senior Leadership is assured that it is happening in all learning areas and credible results are reported to NZQA. A single

method for randomly selecting student evidence for external moderation is required, so that the process is transparent and consistent.

School documentation requires updating to maintain currency with actual practice.

Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems. These are:

- review the school's assessment programmes to ensure that student needs are being met

- ensure that students are assessed when ready so that they have an adequate assessment opportunity or are withdrawn from the standard

- monitor internal moderation by senior leadership to ensure reported results are credible

- develop a single method to randomly select student work for external moderation

- update school assessment documentation to reflect current practice.

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4 June 2019

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

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

Action Items from 5 August 2016 Managing National Assessment Report
There were no action items identified from the 2016 report.

Response to external moderation outcomes   Historically, the school has a good overall agreement rate between assessor and moderator judgements. However, there was a significant drop in the overall rate in 2018.

The Principal's Nominee has improved the process for the school to respond to external moderation outcomes and ensure that it is responding effectively. Moderation outcomes are now recorded on a spreadsheet that is shared with Leaders of Learning. Recommendations and planned actions to address identified issues are required to be developed and recorded on the spreadsheet. The Principal's Nominee monitors that these are completed. The next step will be to evaluate the effectiveness of the actions that are taken.

Internal review

Evidence for the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Self-review to improve assessment practice   Bishop Viard College has self-review processes and procedures to identify areas for on-going improvement by having:

- Senior Leadership meetings to review assessment outcomes, create school goals and review progress towards meeting them

- subject teachers review courses using NCEA data to identify gaps in meeting the needs of students

- Leaders of Learning reporting an annual review of achievement outcomes and plans for improvement

- Senior Leadership and Leaders of Learning monthly meetings that include discussion on assessment practice issues, and targeted at-risk students.

From its self-review the school has made effective changes to its assessment practice and procedures that include:

- a monthly To Do list for Leaders of Learning to ensure assessment related tasks are completed in a timely manner. Staff interviewed attested that this has been effective to help meet deadlines

- developing shared spreadsheets to monitor the completion of action plans in response to external moderation and begin longitudinal tracking of external moderation outcomes

- improving the identification of students requiring special assessment conditions and sharing this information with teachers. This is discussed further in the assessment practice section of this report.

Improving the effectiveness of self-review   Reviews carried out across the school lack a coherent connection towards a school-wide goal. Recent changes in school leadership and staffing at Bishop Viard College have impacted on the effectiveness of their review processes.

The school would benefit from developing its capacity for shared ownership of internal review. This would help connect reviews happening in learning areas towards a school-wide goal. It would also allow the school to evaluate the overall effectiveness of its current assessment programmes in meeting the needs of the students. Meeting student needs and assessing when ready is discussed in more detail in the assessment practice section of the report.

No action required

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

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- developing a shared ownership for internal review within the school.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

Bishop Viard College has processes and procedures for meeting the assessment needs of their students by:

- using a range of methods during assessment to gather evidence of achievement

- scaffolding and contextualising assessment tasks so that they are more relevant and better engage students

- making portfolio and research-based assessments more manageable using milestone checks and templates

- developing cross-curricula assessments so that student evidence is used for more than one standard

- providing support through subject tutorials.

Bishop Viard College has effective processes and procedures for:

- managing missed and late assessment

- managing resubmission and further assessment opportunities

- ensuring derived grades and emergency grades are based on valid, authentic and standard specific evidence

- using a range of strategies to ensure that student work is authentic

- managing student appeals of assessment decisions and breaches of assessment rules

- meeting the requirements of the *Privacy Act 1993*.

Review of assessment programmes to better meet student needs Current assessment programmes could better meet student needs. Recent and ongoing challenges have changed the needs of students, so that traditional courses and assessment structures are no longer relevant for those students.

While learning areas do analyse results to inform and improve practice, a school-wide review would identify how programme and course design could meet the current needs of the students. Possible areas to review or consider are the composition of courses, including the internal-external balance of standards offered, current qualification pathways, and offering new programmes or standards by extending the school's consent to assess. The school is also encouraged to continue exploring opportunities for cross-curricula assessments.

Students should be assessed when ready   Students interviewed for this review indicated that assessing students when they are ready is an inconsistent practice across learning areas. Students should be assessed when ready to ensure they have the best opportunity for success. Leaders of Learning had identified this as an issue. Where a student is not ready to be assessed they should be either withdrawn from the standard, or the timing of the assessment revised to ensure that they have an adequate opportunity to be assessed.

Improved processes for students requiring special assessment conditions
The school has had a significant increase in the number of students eligible for special assessment conditions. This has resulted from improved processes to early identify students before they begin NCEA assessments. Shared documents from the Learning Support department inform Leaders of Learning of the requirements and procedures for identifying students and providing special assessment conditions. Leaders of Learning interviewed attest that the documents are effective in helping them to identify students requiring support and to provide the conditions for which they are entitled. Although the school has challenges in resourcing for special assessment conditions, processes now ensure that students receive their entitlements.

Equity in STEM   Whānau Leaders and the Career Advisor work closely with students to ensure the they have a correct subject and assessment pathway, particularly for those students wishing to attend university and undertake sciences. Further support is given to students undertaking external examinations through subject workshops.

The school has developed strategies to support equitable access and outcomes in STEM subjects for Māori and Pacific students. For example, not all Learning Areas have enough digital resources for students. An external audit of the school's digital resources has recently been completed to inform future resource planning, so that more students have access to digital technology.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- review the school's assessment programmes to ensure that student needs are being met

- ensure that students are assessed when ready so that they have an adequate assessment opportunity or are withdrawn from the standard.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

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

- ensuring all assessment materials are critiqued prior to use so they are valid and fit for purpose

- staff reviewing standard clarifications, and using NZQA and school exemplars to improve assessor judgements

- documenting the internal moderation process by using a standard *Internal Moderation Cover Sheet*

- using subject specialists, within and outside the school, to verify the grades awarded on a purposefully selected sample of student work

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

- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan

- adequately storing samples of student work to ensure material is available for external moderation.

Focus on reducing workload by considering verification requirements for sufficiency   The school should consider providing staff with further guidance on sufficient verification by the strategic selection of student work. Some teachers interviewed verify more samples of student work than this, including verifying a random selection of student work.

Strategic selection has the potential to reduce verifier workload without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

Monitoring of internal moderation required   Although the school is confident that internal moderation is occurring, it currently does not have a formal monitoring process to ensure it is happening in all learning areas. Monitoring provides assurance to Senior Leadership that all grades reported to NZQA have been subject to the school's internal moderation process and therefore are credible. To provide that assurance the school should develop a monitoring process that reconciles internal moderation documentation with actual practice.

Single method for random selection   A single method to randomly select student work for external moderation is required. Leaders of Learning interviewed described various methods used to randomly select work. A single method for selection is not detailed in the staff handbook and the method used in each learning area is not documented. A single method that meets NZQA guidelines will help to assure senior leaders that all student work for external moderation has been randomly selected.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- monitor internal moderation by senior management to ensure all results reported are credible

- develop a single method to randomly select student work for external moderation.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Bishop Viard College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring student academic progress to identify learners at risk of not achieving their goals

- identifying Year 9 and 10 students who need additional literacy and numeracy support to access Level 1 when in Year 11

- annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement, to inform strategic goals and actions.

Bishop Viard College reports accurate achievement data by:

- reconciling results from external providers with which they hold a current Memorandum of Understanding, to ensure results are reported with the correct provider codes

- reporting results to NZQA on a timely and regular basis

- actively encouraging students to monitor their progress using the student portal on the student management system and the NZQA Learner Login

- using the Key Indicators and data file submission reports to identify and resolve data errors

- ensuring that internal entries are reported with a result or withdrawn, as appropriate

- ensuring a low number of late entries for external examinations.

Developing individualised assessment plans for students   Targeted students at risk of not completing qualifications would benefit from a school-wide process to develop individualised assessment plans.

In 2018**,** the Principal's Nominee implemented a system to track students, who are at risk of not achieving. Some Leaders of Learning also monitor students as part of their teaching as inquiry to investigate interventions to improve student achievement outcomes. However, there is no school-wide strategy to use the collected data to create individual assessment plans for the targeted students. Student progress data from the Principal's Nominee is shared with the Leaders of Learning, but it is left to each learning area to devise a learning and assessment plan for the student. A coherent school-wide process for developing individualised assessment plans would benefit these students as it would be clear for each learning area the delivery role they have in the plan and the student would have an individualised an assessment pathway.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- developing individual assessment plans for those students targeted as at-risk of not achieving.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Bishop Viard College has effective processes and procedures for:

- ensuring students receive assessment information for all courses they undertake

- reporting on students' progress towards qualifications, including providing online access to the information held on the school's student management system

- widely distributing information on financial assistance to cover all students who are eligible

- communicating assessment policy and procedure.

Bishop Viard College assists common understanding of assessment practice by:

- informing teachers about assessment best practice and providing opportunities to discuss changes

- holding student assemblies to inform them of school assessment policies and procedures

- providing an information evening to parents and Year 10 students on NZQA and school assessment related processes before they commence a full NCEA programme

- providing NCEA information in Pacific languages to meet the needs of the school community

- publishing to staff and students a timeline of school assessment related dates in an online calendar

- Leaders of Learning meeting regularly to discuss assessment related issues.

School documentation requires updating   Incorporating a review of school documentation into a regular review cycle would help to ensure currency is maintained. The following aspects of assessment practice requires updating in the school's documentation to maintain currency:

- a procedure for appeals of assessment decisions that includes all aspects of the assessment process and not just marking decisions.

- clarify that if a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard.

- the process for random selection of student evidence for external moderation

- replace the incorrect terms of compassionate consideration and reassessment to derived grades and further assessment opportunity.

Developing a common template for course outlines   The school should consider adopting a common template for all course outlines. Using a common template would help to ensure the consistency and quality of the information provided to students. Assessment and course information that could be included, but currently is not common practice in some outlines, are:

- the mode and timing of assessments

- the availability of further assessment opportunities

- eligibility for course endorsement

- standards that count towards:

    o Level 1 literacy and numeracy

    o University Entrance literacy – Reading and Writing

    o University Entrance approved subjects.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- update school assessment documentation to reflect current practice.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- developing a common template for all course outlines.