

Managing National Assessment Report

Fiordland College

May 2024

FINDINGS OF THIS REVIEW

Fiordland College

22 May 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 highly 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 2022.

Actions and considerations

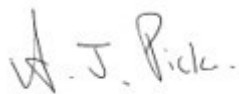
For consideration

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

- extending the use of NZQA assessor support to include the Assessor Practice Tool on NZQA's Learning Management System Pūtake
- making assessment handbooks available online.

No action required

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



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10 September 2024

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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 8 May 2019 Managing National Assessment Report The action point from the last Managing National Assessment review has been addressed. The Principal's Nominee has updated assessment guidelines to provide full and current information and make them more user-friendly. A statement about what is done with external moderation feedback from NZQA is now included, as well as information about the use of Artificial Intelligence generative assistance. A modified version for Year 11 has been produced to help students understand NCEA assessment as they progress into NCEA Levels 2 and 3.

External moderation response to outcomes and processes The school responds effectively to external moderation outcomes and provides support for assessors where it is needed. The Principal's Nominee uses the reports from external moderation to conduct conversations with subject teachers about their moderation processes and to develop action plans in response to external moderation outcomes. The school's good moderation outcomes reflect the rigour of the school's internal moderation processes. The Principal's Nominee meets monthly with Heads of Learning Areas to check in on assessment and moderation. Through this she identifies what support assessors, especially those new to the school, may need to develop their ability to reflect on and address feedback from external moderation and outlier reports.

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)

Fiordland College has a strong culture of planning and review embedded in decision-making for improvement, which includes the assessment of senior students. Review is a formal part of planning to best meet the needs of students and to support their achievement outcomes. Student voice contributes to decision making about teaching, learning and assessment. Comprehensive data analysis also informs and drives change at school and departmental levels. Individual academic success is a key focus of the school. The school sets high academic standards for students and provides the support needed for them to reach their qualification goals. A consistently high level of achievement of NCEA certificates is testament to the successful approach of the school.

Implementing course structures to better meet the needs of students The Principal's Nominee reviewed assessment data and used observations to identify that assessment at Year 11 was impacting student motivation to achieve at higher levels. Combined with the question of whether to implement the new NCEA Level 1 standards this led to the development of a new programme to better meet the needs of students. Year 11 students are now not assessed for NCEA but are introduced to formal assessment as part of the course design. Modular courses have been developed across Years 11 to 13 to provide students with increased choices from a wider range of subjects and to have access to interest courses. For students who have not yet completed literacy and/or numeracy requirements, there are targeted modules to provide extra support.

Having decided to change the structure of the senior curriculum, the school implemented a change process that included a teacher only day with staff and structured consultation with parents. The Principal's Nominee worked with every student at the end of 2023 to make sure that they had sensible pathways. The school intends to gather student feedback and run a parent evening to evaluate the effectiveness of the new structure at each level, alongside achievement analysis.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student 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)

Effective student mentoring Student mentoring is embedded in the school and builds on strong connections between Kaiarahi teachers in vertical forms, and careers and assessment leaders in the school. Assessment information supplements the knowledge Kaiarahi teachers have of their students in checking on their progress towards assessment and career goals. Any changes to their learning programmes are systematically communicated with parents and with other teachers to ensure that their learning and assessment pathways are considered, and their qualification needs are met.

Student tracking underpins school processes starting in the junior school and by the time students are being assessed for qualifications teachers are very aware of students' learning and pathway goals. The Principal's Nominee and the SENCO communicate regularly with teachers to share targeted students' progress towards literacy and numeracy and updates on entitlements for the use of special assessment conditions. Teachers take a team approach to identify if students are at risk of not achieving or need encouragement to aim for higher levels of achievement and decide on what actions will best support them to address this.

Consider reviewing assessment communications Having an online version of the student handbook, currently sent via email at the start of the year, would make it more accessible to students and their families. The Principal's Nominee intends to include an online form for appeals, and a timeline for when students should be accessing the NZQA student portal to the current communications. The Principal's Nominee regularly reviews and updates staff and student assessment handbooks to facilitate staff currency with assessment procedures and maintain consistent practice.

Some minor changes are needed to assessment documentation including recording Not Achieved where students have had an adequate assessment opportunity but have submitted no work, so that documentation reflects actual practice.

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)

Assessor support for teachers Including NZQA assessor support into the school's moderation practice could further strengthen teacher assessment capability. NZQA's Learning Management System, Pūtake, has modules to support new assessors. The

Assessment Practice Tool (APT) gives teachers the opportunity to build their confidence in making accurate grade judgements.

One subject was identified through external moderation as being a potential concern following staffing changes. The Principal's Nominee worked with the teacher to help them improve their documentation and set up subject-specific support for the teacher.

Strong internal moderation processes underpin the reporting of credible results School leadership can be confident that their quality assurance processes result in the accurate reporting of credible results. Teachers clearly articulated their understanding of good assessment practice and valued the feedback from both internal and external moderation. They have established good reciprocal arrangements with a variety of experienced verifiers and acted on feedback. Teachers access assessment tasks from reliable sources and adapt them to the local context.

The school has a robust system to store student evidence and ensure that it is available if selected for external moderation. All digital data is stored in Best Practice folders, or in physical storage that can be accessed by the Principal's Nominee. If a teacher leaves, the Principal's Nominee checks that she has access to all department folders so that they can be transferred to the replacement teacher.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Fiordland College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student 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 students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for students 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.

Fiordland College has effective processes and procedures for:

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

Effective internal and external moderation to assure assessment quality

Fiordland 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 student 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.

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

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student 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

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

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

Fiordland 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 student and teacher 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 students and their whānau about assessment

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

Fiordland College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students 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 Fiordland 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 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
- *Fiordland College 2024 Assessment and National Qualifications Guidelines (Staff Handbook)*
- *Fiordland College 2024 NCEA Guidelines STUDENTS (Student Handbook)*.
- *Fiordland College policies for Assessment and Curriculum*

The School Relationship Manager met with:

- the Principal's Nominee (Assistant Principal Curriculum)
- Heads of Learning Area for:
 - English
 - Health and Physical Education
 - Science
 - Social Sciences
 - Technology
- Teacher of:
 - Mathematics
- three students.

There was a report-back session with the 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.