

Managing National Assessment Report

Kaikohe Christian School

April 2023

FINDINGS OF THIS REVIEW

Kaikohe Christian School

5 April 2023

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 2021.

Actions and considerations

Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure procedures for extensions to assessment dates are consistently applied by all teachers.	Immediate



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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 4 April 2018 Managing National Assessment Report The two agreed action items in this report have been effectively addressed by the school. Purposeful selection of student work for internal moderation now occurs ensuring that grade verification processes are robust without over-sampling. Documentation relating to resubmissions and further assessment opportunities has been updated to accurately reflect NZQA's requirements and there are links from the Principal's Nominee to the NCEA Mythbuster helping a common understanding by all staff.

Response to external moderation to outcomes NZQA moderators report that the school has a high rate of consistency between teacher judgements and the national standard. This reflects its effective internal moderation processes and monitoring.

All teachers respond to external moderation feedback by developing an action plan and documenting next steps. The Principal's Nominee then has professional discussions with the teachers accessing appropriate support or training required. Actions include, appealing outcomes, seeking clarification or working with subject specialists from other schools or subject associations.

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)

The Senior Management Team regularly reviews student achievement outcomes throughout the year. The Principal and the Principal's Nominee provide an in-depth analysis of overall achievement to the Board of Trustees. From this analysis they identified a barrier to students gaining University Entrance; there were insufficient standards available for students to attain the reading literacy component. As a result, the school has now introduced another reading standard to the assessment programme to make literacy more attainable for students.

Shared ownership of all assessment procedures and practices is evident across the school for example the administration and assessment of Te Ao Haka. This reflects the strong assessment leadership from the Principal's Nominee supported by the Principal. Senior management supports teachers to take a proactive lead in the monitoring of their assessment practices and quality assurance systems for their learning areas to establish a culture of self-review and build teacher capability.

Improving student readiness for future digital assessment Kaikohe Christian School continues to provide several opportunities to ensure their students are ready for the digital first approach to assessment. With growing participation in Te Ao Haka, many internal assessments being completed digitally and the school entering into the Literacy and Numeracy corequisites this year, the Principal's Nominee is confident students will be ready to engage successfully with the digital online platform.

Retention of students in the senior school In response to annual review, there has been extensive work within the school to identify students' career aspirations and pathways to align with individual employment or tertiary study goals. There has been

a concerted effort to retain the students in years 12 and 13 and the school has extended learning opportunities to include Health and Safety, First Aid, Customer Service, Hospitality, Food and Nutrition and Animal Welfare. At this stage the school has not collected data with regards to the retention of students.

The school continues to offer opportunities for learning and assessment provided by Te Aho o Te Kura Pounamu. In addition, the school engages with a broader range of external providers to better meet its students' needs and pathway goals, including First Training Limited, Frontline Training Consultancy, Queenstown Resort College, Southern Institute of Technology and Te Pūkenga. The goal is with greater engagement the student achievement will improve.

Kaikohe Christian School uses self-review and effective data analysis to review curriculum practice and courses, set strategic direction and evaluate the effectiveness of changes to review programmes and implement changes that reduce barriers to success for all students. At this stage the school has no evidence to support the changes that they have begun to implement.

Credible assessment practice to meet student 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)

Experienced teachers mentor new staff, drawing on their prior knowledge and experiences to help ensure credible assessment practices are followed. Teachers have subject specialists from other schools verify grades awarded to their students' work. They also attend cluster groups for professional development to improve their assessment practice. The Principal's Nominee shares links to a range of resources such as, NZQA's "Teachers New to NCEA," the NCEA Mythbusters and information from the subject pages to assist teachers to carry out credible assessment and moderation. Valid assessment is supported through all teachers understanding of the practices and processes of credible assessment for example further assessment opportunities, breaches of assessment rules and authenticity.

Monitoring and managing extensions To maintain authenticity and fairness for all students, requests for extensions to assessment dates must be applied consistently across the school. The Principal's Nominee has implemented an improved process for applying for extensions or late assessment, so that students' requests can be tracked and to ensure greater consistency across all learning areas. Although most teachers are familiar with, and apply the school assessment procedures correctly, discussions with students showed inconsistent practice by some teachers in the application of extension procedures.

Monitoring and Tracking student achievement The Principal's Nominee takes an active role in monitoring and tracking individual student achievement. Each student has a student record which lists the standards they have been entered into and this is checked regularly by all teachers and the Principal's Nominee. This has enabled the school to quickly identify students who are at risk of not achieving their academic goals, and programmes are put in place to support these students. From this data the Principal completes regular spreadsheets to present to the Board of Trustees.

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)

Internal moderation processes Effective internal moderation processes are reflected in the school's consistent external moderation outcomes. The monitoring of the internal moderation process by the Principal's Nominee ensures that all internal results reported to NZQA have been verified as being at the national standard.

The Principal's Nominees monitoring of internal moderation includes checking documentation of the steps in the process. Internal moderation cover sheets are stored with student work, so they are visible to the Principal's Nominee who provides checks as well as extra support if required. Extra support may involve finding appropriate verifiers through contacts from other schools to provide the expertise required.

Subject teachers ensure that the process used for grade verification is appropriate for each standard and that verifiers are subject experts. The school has built verification relationships with other schools where experts are not available within the school. Teachers see this process as an integral part of their professional learning.

The selection of student work for internal moderation is strategic, with the focus being on grade boundaries or where a teacher is unsure of a segment of the assessment task or schedule. New staff are supported in this process and given further guidance to ensure the effectiveness of the internal moderation process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Kaikohe Christian School has effective processes and procedures for meeting the assessment needs of their 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

Kaikohe Christian School has effective processes and procedures for:

- 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Kaikohe Christian 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 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.

Kaikohe Christian School 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

Effective management and use of assessment-related data

Kaikohe Christian School effectively uses assessment-related data to support achievement outcomes for students by:

- 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.

Kaikohe Christian 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 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 families about assessment**Kaikohe Christian School 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.

Kaikohe Christian School 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 Kaikohe Christian 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 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 Candidates 2023*.

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
- *Quality Management System Document*
- *Student Handbook, National Qualifications, Kaikohe Christian School 2023* (Student Handbook).
- *Teacher / Kaiako Handbook, Managing National Assessment, Kaikohe Christian School 2023* (Staff Handbook)

The School Relationship Manager met with:

- Principal's Nominee
- Teachers/Tutors in Charge of:
 - Chemistry
 - English
 - Mathematics
 - Physical Education
 - Te Ao Haka
 - Te Reo Māori
 - Visual Arts
- 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.