

Managing National Assessment Report

Kaitaia College

May 2021

What this report is about

This report summarises NZQA's review of how effectively Kaitaia 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 2021* (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
- *Kaitaia College Teachers' NZQA Handbook 2021*
- *Kaitaia College Students' NZQA Handbook 2021*
- *Kaitaia College Policy Statement Assessment*
- Example of course guidelines 2021
- Example of HOLA planner 2021
- Learning Area MNA Checklist 2021

The School Relationship Manager met with:

- Deputy Principal/Principal's Nominee
- Head(s) of Learning Areas of:
 - English
 - Health
 - Māori Studies
 - Mathematics
 - Science
 - Social Science
- three students.

There was a report-back session with the Principal, Deputy Principal/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

Kaitaia College

27 May 2021

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.

At the request of NZQA, and due to the restrictions of Covid-19, with the school's agreement this review was rescheduled from 2019.

What the school is doing well

Kaitaia College is on a journey to better meet the learning needs of their students to enhance achievement. The focus is on providing equity of access for students in a variety of different pathways. There are no longer prerequisites into courses. Open entry with the emphasis on career pathways, interest, and achievement is offered to meet the diverse interests and needs of the students. The leadership team have led review based on teacher and student voice, ensuring shared ownership of the resultant changes.

Teaching and assessment practice support achievement outcomes for students. Courses are tailored to suit their interests and abilities. Differentiated assessments supports the teaching and learning including individualised programmes for students. Additional support is provided for students identified at risk of not achieving a qualification.

Internal moderation is robust, which ensures results reported to NZQA are credible. Internal moderation processes are well documented. Staff demonstrated a clear understanding of processes including strategic selection for grade verification. Action plans are developed in response to issues identified in external moderation and completion is monitored by the Learning Area's Line Managers and the Principal's Nominee.

The Assessment Co-ordinator, who administratively supports the Principal's Nominee ensures results reported to NZQA are complete, timely and accurate. Student academic progress is monitored by the Academic Dean. Data is provided to the students to lead their whānau conferences.

Communication through staff and department meetings and staff panui is very effective. There are clear lines of communication across all levels of the school with support from the Principal's Nominee to ensure staff are well informed.

Areas for improvement

The school recognises that consistency with assessment practices around extensions, missed and late work would be fairer for students and would help teachers manage difficult situations.

Staff and Heads of Learning Areas need to follow the school's documented process for the random selection of student work for external moderation.

Some other steps for the school to consider are detailed in the body of the report.

Agreed action

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

- ensure consistent teacher practice managing extensions, and missed and late assessment
- ensure the documented process for random selection of student work for external moderation is followed.

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2 July 2021

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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 21 September 2016 Managing National Assessment Report

Kaitaia College has addressed the issues identified in the last Managing Assessment review. They have:

- developed a systematic self-review and evaluation process to identify areas for on-going improvement in assessment practice and procedures
- put checks in place to ensure internal entries have a result reported, or are withdrawn
- introduced a Special Assessment Conditions register to ensure students with entitlements are identified and supported.

Response to external moderation outcomes Kaitaia College has continued to refine its processes to respond to external moderation outcomes. Staff are required to complete an action plan to address identified issues which is discussed with the Head of Learning Area. The Principal's Nominee is available to support Heads of Learning Areas and she monitors the implementation and completion of the actions. The whole process is monitored by the Assessment Co-ordinator.

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)

Kaitaia College is undertaking major review including their curriculum, course delivery and timetable structure to address equity of access for students into courses of their choosing.

The review of the curriculum to become localised, responsive and contextualised was a priority for the college. Student demand determines the classes offered at the senior level, resulting in increased student interest and engagement due to course relevance. All senior courses allow open entry, and many of these have been adjusted to meet the learning needs of individual students.

The college has reviewed how they engage with and report to whānau. School leaders looked at ways they could increase the engagement of whānau as previously there had been a poor attendance at student conferences. These are now led by the students and focus on achievement goals and what is required for them to gain a qualification. With the introduction of student-driven whānau conferences there has been an increase in whānau involvement.

As a result of self review, accountability for quality assurance practices is distributed across all staff. Each member of the Leadership Team has responsibility as a Line Manager for Heads of Learning Areas who in turn monitor their staff and quality assurance practices in their learning areas. Examples of this include:

- analysis of student achievement leading to review of course structures

- compliance with internal and external moderation processes and procedures
- accurate entry and publishing of student grades, including results reporting against internal entries.

No action required

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

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 2020 5.5)

Kaitaia College has effective processes and procedures for meeting the assessment needs of their students by:

- making portfolio and research-based assessments more manageable using milestone checks
- providing differentiated assessment within courses
- ensuring that students potentially entitled to special assessment conditions are identified and supported
- offering Learning Hubs at the end of each term to support learners at risk of not achieving by offering additional learning and assessment opportunities.

Kaitaia College has effective processes and procedures for:

- ensuring derived grades are based on valid, authentic and standard specific evidence
- managing resubmissions and further assessment opportunities
- investigating and resolving students' appeals of assessment decisions
- managing the authenticity of student work during the assessment and marking process, including using content matching software for teachers' checks
- meeting the requirements of the *Privacy Act 2020*.

Strengthened Māori and Pasific engagement and success in Science, Technology, Engineering and Mathematics (STEM) subjects Kaitaia College has implemented strategies to encourage students to engage in STEM subjects. Strategies include:

- introduction of a Year 10 STEM course
- running a Rangitahi Futures programme looking at STEM careers
- holding a STEM evening for students and whānau to promote STEM subjects and pathways
- a compulsory Science course for all Year 11 students
- staff professional development to assist with the conception, development and implementation of STEM courses.

The intention of these initiatives is to encourage the uptake of STEM subjects in the school. It is hoped that increased awareness of the subjects and career pathways by students and whānau will have a positive effect.

Consistent decision-making when managing assessment deadlines is needed

Although detailed in the staff NZQA handbook, departments are inconsistent in the management of extensions, and missed and late assessment. The school needs to clarify with Heads of Learning Areas the expectations for managing these. The

school recognises that consistent practice is fair for students, helps teachers manage difficult situations and enhances credible assessment practice.

Agreed action

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

- ensure consistent teacher practice when managing extensions, and missed and late assessment.

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 2020 6.4b)

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

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work to ensure assessment judgements are consistent with the standard
- using the Kaitaia College cover sheet to record all internal moderation processes, prior to reporting results to NZQA
- following the same process for moderating both NZQA and Industry Training Organisation administered standards
- line managers and the Principal's Nominee monitoring the completion of internal moderation procedures to ensure all results reported are quality assured.

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

- ensuring samples of student work are provided by being adequately stored

Random selection for external moderation requires clarifying Heads of Learning Areas and staff need to follow the school's process for random selection for external moderation. The process documented in the staff handbook meets NZQA requirements. It is essential that random selection is undertaken by someone other than the assessor to avoid the sample of student work being manipulated and to ensure quality assurance is completed.

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:

- ensure the school's documented process for random selection of student work for external moderation is followed.

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)

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

- gathering student voice to evaluate courses, inform changes to programmes, contexts and standards
- identify students who may be at risk of not gaining a qualification
- mentoring of students by the Academic Dean to assist them to meet their achievement goals.

Kaitaia College reports accurate achievement data by:

- reporting results to NZQA on a timely and regular basis
- reconciling Memorandum of Understanding with provider codes for results assessed by external providers
- ensuring all students attest that their entries and results have been correctly recorded.

Make wider use of NZQA data to inform programme planning and course design Data analysis for future teaching and assessment planning could be improved by deeper interrogation of achievement results by standard, subject and course. Thorough use of the NZQA login, statistics, standard entries and results data would better inform staff and Heads of Learning Area of the effectiveness of course and achievement outcomes. This data will allow staff to identify changes to assessment programmes which will inform the modification of courses to best suit the interests, abilities and needs of students. For example, using this to monitor the effectiveness of the implementation of STEM initiatives in the school.

Continue to encourage use of Learner login The school needs to continue to develop further strategies to encourage students to use the NZQA Learner Login. The percentage of students who have registered to use this feature is very low. The Learner login is the definitive way for students to check that entries and results have been reported accurately, make requests for review and reconsideration of external assessment, and order Certificates and their Record of Achievement.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

For consideration

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

- encouraging staff to use the statistics provided in the NZQA provider login to assist in the analysis of data to inform planning and adjustment of future courses

- reviewing and improving the process for encouraging students to register for and use their Learner Login.

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))

Kaitaia College has effective processes and procedures for:

- providing students with comprehensive outlines for all courses they undertake,
- ensuring students receive sufficient assessment information about each course
- keeping staff informed of assessment information and due dates through the Head of Learning Area planner
- supporting teachers new to the school to understand assessment procedures, the student management system and how to access the NZQA website.

Kaitaia College assists common understanding of assessment practice by:

- holding whānau evenings to provide information about school assessment policies and procedures and the NCEA qualification
- informing teachers about assessment best practice and providing opportunities to discuss changes through learning areas and full staff meetings
- ensuring students understand what they need to achieve in order to gain a qualification.

Improve distribution, accessibility and appropriateness of the student NZQA Handbook The student handbook needs to be shared with students early in the year as it contains important relevant information regarding procedures, practices and rules around assessments. It is currently shared in curriculum time but students had not received this information at the time of the review.

In some cases, assessment processes are repeated verbatim from the staff document. Adjusting the language of the handbook may assist in making the document more user friendly and for ease of understanding for students.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and whānau were identified during this review.

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:

- timely sharing of the NZQA handbook with students and writing it in language targeted to the audience.