

# Managing National Assessment Report

## Kerikeri High School

August 2019

## What this report is about

This report summarises NZQA's review of how effectively Kerikeri High 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.

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
- *Kerikeri High School NCEA 2019 Student Handbook*
- *Kerikeri High School National Qualifications Procedures* (Staff Handbook)
- *Kerikeri High School Curriculum Guide for 2020*
- *Kerikeri High School Policy on Assessment*
- copy of the strategic vision and annual plan *Our Pou 2019*
- *The National Certificate of Educational Achievement* power point presentation to whanau
- a sample annual report and copy of the report template
- 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:
  - Business Studies and Economics
  - Drama
  - Geography and Tourism
  - Mathematics
  - Science
  - Visual Arts
- three students.

There was a report-back session with the Associate 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

## Kerikeri High School

15 August 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

Kerikeri High School has robust and effective quality assurance processes for moderation of internal assessment and external practice exams. External moderation is valued for the feedback on assessment it provides. Leadership expects credible assessment practices and works collegially with teachers to ensure that this is the case. This approach gives the school the confidence to support teachers with promoting change and innovation in assessment through their personal inquiry.

Internal review focuses on ensuring credible assessment processes alongside supporting student achievement. Review processes are multifaceted, using qualitative and quantitative evidence to identify issues or opportunities and to evaluate success. They are continuously seeking to identify areas where student achievement can improve. The achievement of boys has been a recent focus as is Māori student achievement.

The Principal's Nominee provides consistent, comprehensive communication and guidance on assessment which promotes confident teacher and student practice. Guidelines for assessment are under continual review including change based on feedback from the target audience. Assessment delivery uses a range of media and formats to meet the needs of students. His thoughtful and capable leadership ensures processes support robust and fair assessment for qualifications, informed by data analysis and evaluation.

## **Areas for improvement**

There are no agreed action items. Some next steps the school is considering are detailed in the body of the report.

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14 November 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 23 and 24 April 2015 Managing National Assessment Report

There were no actions items in this report. The report noted next steps the school planned to take and these have been acted on.

**Response to external moderation outcomes** School processes ensure effective response to external moderation outcomes. Where moderators identify issues with teacher judgements, the Principal's Nominee follows up with Leaders of Learning including ensuring the issues are resolved. Since 2015, to solidify and formalise reporting on external moderation feedback this response has included the Senior Leadership Team working with the learning area. Resulting actions/changes are included in Annual Reports to inform strategic and operational planning. External moderation outcomes show that the schools internal moderation processes are assuring assessment quality.

### 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)*

School review at Kerikeri High School continues to focus on supporting student success and ensuring that assessment is credible. The following examples illustrate recent review approaches and outcomes.

**Closer tracking of students** Gender comparisons found that at Level 1 achievement of boys was stronger than for girls. In response the school is tracking girls more closely at Level 2, so that they can provide timely intervention and support. As part of a review of Year 13 achievement, the school used an ex-student to lead focus group discussions. This highlighted the increasing diversity of students returning for Year 13 and the impact that working after school and having busy lives is having on their assessment choices. As well as looking for further learning and assessment opportunities in the community, to cater for this change teachers have made adjustments to courses or their approach.

**Focus on managing deadlines and derived grades** At the start of 2019, the Principal's Nominee posed to Leaders of Learning three big questions on assessment procedures and rules. Their answers led to a focus on developing greater teacher clarity around managing assessment deadlines, due dates, and external verification of derived grades. Guidance for teachers in setting deadlines for long-term assessments has been refreshed, with improvement expected in deadlines being consistently applied across the school and 'way-pointing' by teachers, meaning students are assessed when ready.

**Strengthening leader relationships** A current inquiry focus for the Senior Leadership Team is to strengthen their relationships with Leaders of Learning, to provide strong support and facilitate more rigorous conversations about achievement and pedagogy. This focus will further develop the open, high trust model that exists between middle and senior leaders. This relationship encourages teachers to embrace new thinking on assessment which is the focus of some teacher's professional inquiries.

**Māori student achievement remains a priority** Māori student achievement remains a strategic priority for Kerikeri High School, given that thirty percent of their student roll is Māori. The school credits their longstanding involvement with the Te Kotahitanga Project in helping them improve Māori student achievement outcomes to around national rates for most qualifications. Teachers are encouraged to use culturally related pedagogy which focuses on teachers knowing their learners. They are also encouraged to use student voice to co-construct learning and assessment, with this approach being trialled in a Year 10 course this year. The Principal's Nominee noted that the ethnicity achievement data provided by NZQA is useful and forms part of departmental and school self-review.

**Assessment of NCEA in Year 10 students reviewed** After broad consultation with the school and community, this year the school has stopped assessing Level 1 NCEA standards at Year 10. This change was made to reduce student and teacher workload, and to encourage a re-focus on teaching and learning rather than assessment. It aligns with their broader goal to have students focus on quality rather than quantity of achievement.

#### **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 2019 5.5)*

### **Kerikeri High School has effective processes and procedures for meeting the assessment needs of their students by:**

- differentiating courses so they provide a range of assessment standards
- providing multi-level assessment within Year 12 and 13 courses
- offering vocational subjects at Level 2 and 3, for example Tourism and Rural Studies, to recognise the broad pathways that students wish to follow beyond Level 1
- promoting the practice that assessment occurs when students are ready
- providing a range of internal assessment programmes based on need, for individuals during the external exam period at the end of the year
- working with the new SENCO to clarify processes, and using data to support applications for special assessment conditions. This has led to an increase in the number of students receiving provisions including using computers rather than writers, where appropriate
- using data tools to identify students at risk of not achieving and providing additional support to help them meet NCEA Level 1 Literacy and Numeracy requirements in particular.

### **Kerikeri High School has effective processes and procedures for:**

- managing authenticity of student work where teachers and learning areas identify and investigate areas of authenticity breaches, taking appropriate actions on a case by case basis, supported by the Principal's Nominee
- ensuring consistency in the use of resubmission and further assessment opportunities by providing professional learning opportunities for teachers
- reviewing external examinations management leading to refinements made for 2019
- investigating appeals of all types of assessment decisions
- monitoring that evidence for derived grades is quality assured as well as providing accurate feedback to students on their possible externally assessed grades
- meeting the requirements of the *Privacy Act 1993*.

**Providing flexible assessment pathways** The school continues to review how they can better meet the qualifications needs for their diverse range of learners. While 55 percent of students are on a University pathway, the school identifies that it is a challenge finding suitable vocational pathways at Level 2 and 3 for the those that are not. The range of options available to them is limited, which is reflected in the number of external providers used for assessment.

The school recognises that providing flexibility in assessment choice is another way to cater for student need. While one of the strengths of the school is Learning Areas having permission to manage assessment in the way that best suits their subject and



students, they could consider whether and how this approach impacts on holistically meeting student assessment need. This review found a range of practices from individualised assessment to all students being entered for all standards assessed in a course. One example of a flexible, student-centred approach was described by Visual Arts. This year, rather than entering all students in external portfolios then subsequently withdrawing some, teachers are trialling co-constructing external folio entries with students, parents and teachers.

**No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.

## **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)*

### **Kerikeri High School 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 including external contacts for single teacher learning areas
- using a professional learning model to promote the strategic selection of student work for grade verification
- updating coversheets to document the process and ensure current best practice is followed
- having the data manager collate all completed coversheets to monitor that internal moderation is completed for all internally assessed standards.

### **Kerikeri High School has effective processes and procedures for managing external moderation by:**

- selecting samples of student work to NZQA requirements
- encouraging staff to appeal external moderation decisions and/or seek clarifications when they do not agree with the feedback or are unclear about the moderator's decision-making
- developing a culture where moderator feedback is valued for informing self-review
- supporting teachers to submit work for moderation before their November due date to receive timely feedback
- promoting the digital submission of student work for external moderation including providing help to scan work
- ensuring samples of student work are provided by being adequately stored.

### **No action required**

No issues with the school's internal and external moderation were identified during this review.

## 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)*

### **Kerikeri High School effectively uses assessment-related data to support achievement outcomes for students by:**

- developing 'the student spider portal to assist in democratisation of data for students' by increasing their ability to track progress towards qualifications, as well as help identify any errors in data entry
- analysing achievement data to inform improvements in Learning Areas and the school's annual plan.

### **Kerikeri High School reports accurate achievement data by:**

- submitting regular data files to NZQA
- providing a clearly defined administration process for Scholarship students with an application form to ensure entries are on-time and correct
- ensuring that all internal entries have a grade reported or are withdrawn if the student has had the opportunity to be assessed
- expecting timely decision making for additional entries in external assessments to reduce late entries.

**Improvements made to data processes** In 2018, the school improved the accuracy of their external entries by checking data from NZQA reports rather than against their student management system. The NZQA reports allowed the school to identify and rectify omissions that could not be seen in the school data record, such as internal entries with no grades reported.

A review by the Principal's Nominee early in 2019 identified that Unexpected Events Grades were not sent to NZQA in 2018. Additional staff training has been put in place to ensure that files from October this year include these grades.

Management of Memoranda of Understanding has been centralised after the discovery of an irregularity in a signed agreement with an external provider. This provider did not have Consent to Assess and expected the school to report achievement under the school's provider code. The school refused to report the results and no longer uses that provider. All Memoranda of Understanding are now checked, signed and kept by the Principal's Nominee. This is wise given the increase in the diversity of courses the school has that use outside providers.

### **No action required**

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

## **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))*

### **Kerikeri High School has effective processes and procedures for:**

- communicating assessment policy and procedure through the development of Kerikeri High School one-pagers co-constructed with Leaders of Learning
- inducting teachers new to the school, including giving them access to NZQA seminars in English and Te Reo Māori
- encouraging students to return forms and reducing staff workload by developing an online authenticity declaration for all students for 2019, which resulted in a much higher return rate without intervention than in previous years
- reviewing communications regularly to ensure they are fit for purpose and current, including a complete re-write of the student handbook since 2015 so its focus and language is student friendly.

### **Kerikeri High School assists common understanding of assessment practice by:**

- using student voice to review information to students, resulting in this now being provided by email and through the school's website and app
- presenting '10 things you need to know about NCEA assessment' to students to focus them on key aspects
- holding annual information evenings for parents to introduce them to NCEA qualifications and assessment
- informing teachers and Leaders of Learning about assessment best practice and providing opportunities to discuss changes
- having the Exam Centre Manager speak to each year level about processes and expectations for external exams
- the Principal's Nominee presenting regularly to the Board of Trustees on NCEA developments, issues and attainment data
- the Principal's Nominee attending year level assemblies at key times to remind students about requirements, processes and expectations and visiting each Year 11 form class to help them set up NZQA and school portal logins, and remind them about processes.

### **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 families were identified during this review.