Managing National Assessment Report

Kaipara College

May 2024

FINDINGS OF THIS REVIEW

Kaipara College

17 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 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.

Actions

Agreed actions

The school agreed that these actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Evaluate the effectiveness of actions taken to address issues identified by external moderators	For the 2024 moderation round, and continuing
Credible assessment practice to meet student needs	
Report quality assured derived grades for all external entries to NZQA at the end of the year	At the end of the current academic year
Internal moderation to ensure the reporting of credible results	
Implement consistent internal moderation processes in all faculties to ensure that only those results that have been subject to the internal moderation process are reported to NZQA	Immediate and ongoing
Support teachers to develop a common understanding of the strategic selection of student work for grade verification	Immediate and ongoing

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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 19 May 2021 Managing National Assessment Report
Kaipara College has met the requirement to implement a system to respond to external moderation outcomes, but this needs to be strengthened. The school has developed a process for senior leaders to follow up with Heads of Faculty to ensure that quality assurance of standards is monitored for effectiveness. Discussion of internal moderation processes and follow up to external moderation feedback is included in regularly scheduled line manager meetings. The next step is to strengthen the effectiveness of actions taken to address issues identified by external moderators, to ensure that any ongoing concerns are resolved. Senior Management should also extend the system to monitor that robust internal moderation processes are occurring in all faculties as discussed in the Internal Moderation section of this report.

The school has updated staff and student handbooks on the School Hub. These handbooks now provide staff with further guidance on how to conduct sufficient grade verification for internal moderation.

Derived Grades must be reported   As outlined in the previous report the school must ensure that quality assured practice external exam grades are reported to NZQA at the end of the year so that these may be used as derived grades if there is an unexpected event. Only 15 percent of external entries had derived grades reported in 2023.

External moderation response to outcomes and processes   The school needs to evaluate how effective individual teachers and faculties are at responding to external moderation outcomes. This will support an improvement in external moderation outcomes with resulting further agreement in grade judgments consistent with the standard.

Faculty Leaders need to ensure action plans are developed to address issues and that these are monitored for completion. NZQA moderators noted that assessors' judgements were not or not yet consistent between themselves and teachers for half of standards selected in 2023. These leaders also need to closely manage the submission of standards for subjects for which they are responsible. Last year no material was received by NZQA for three standards on the external moderation plan from one department.

In 2023 a Moderation Action Plan was developed by the Principal's Nominee to address the high proportion of not yet or not consistent outcomes for the standards submitted for external moderation. The Principal's Nominee is now well positioned to complete work on this plan through checks on sufficiency, the quality of verification comments and storage of moderated materials. This will provide assurance to the Senior Leadership Team that identified issues are resolved.

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)

Effective use of data to support student achievement   Self-review based on analysing student results data underpins the school's processes and occurs at all levels, to support student achievement and progress. Heads of Department report to the Principal and Board of Trustees annually and these reports inform course design and school goals. In a post-COVID environment and with local weather events the school has worked closely with its community to establish its 2024 Mission through the Kaipara College Goal Whare/Strategic Plan based on this data. This has a particular focus on lifting NCEA achievement rates by ten per cent at every level, and lifting Māori achievement rates so these students are equivalent to or better than non-Māori peers. New staffing, strengthening Te Ao Māori within the school and building junior literacy and numeracy skills as students transition towards Common Assessment Activities and NCEA, are supporting these strategic goals.

The school has reviewed the internal/external outlier report for one level in one subject area and identified the need to better support students preparing for external examinations. They are developing strategies that will be implemented school-wide. For example, longer lead times and study skills has resulted in a growing number of students sitting external examinations in 2024.

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)

Flexible programmes to meet student needs   Teachers offer a variety of courses based on student needs and student voice. They collect evidence in different ways to engage students in the assessment opportunity. Courses are both academic and vocational and tailored to meet student aspirations. Curriculum review has made incremental shifts in student programmes to ensure that they are able to study subjects through the Virtual Learning Network. Students interviewed during this review spoke of using this to learn languages such as Spanish that the school would not otherwise have the capacity to offer.

Student achievement monitored to track progress   The school uses effective data analysis to track student progress and those at risk of not achieving their qualifications goals. Students meet with their whānau teachers three times a week, as well as subject teachers, Deans and the Careers Advisor as needed. Students explained they are encouraged to track their own progress and provide student voice at the end of each assessment.

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)

Kaipara College needs to strengthen the monitoring of internal moderation to ensure effectiveness of the steps in completion and school-wide consistency for all internal

results reported. This process should be documented digitally or physically for each standard and viewed by the Head of Department and the Line Manager.

The school's recent change to using its student management system for recording internal moderation aims to improve quality assurance processes. To support credible internal moderation in this more transparent system, Heads of Department and the Principal's Nominee need to check the depth of verification discussion reflected through purposeful selection at grade boundaries. They should also check the strategic selection of samples of student work which depend on the experience of the teacher and their knowledge of the standard. They must also confirm that moderation processes are completed and the appropriate storage of assessment materials before grades are published. This strengthened quality assurance practice will mean senior leadership can have confidence in all results reported.

To ensure more effective monitoring and to address moderation issues the school has moderation as a permanent agenda item in Head of Department/Line Manager and Senior Leadership Team meetings. The meetings should be supported with the discussion of outcomes of the monitoring process outlined above.

Improved monitoring will help to ensure that teachers have access to appropriate support to improve their assessment practice. It is planned that professional learning opportunities will include greater clarity on purposeful and sufficient moderation, and that improved storage systems for materials will ensure that evidence is available for external moderation purposes. The resulting teacher professional dialogue will better embed understanding of the requirements of the standard. While there are some departments where this is occurring well, there are several where it is not embedded or understood. One head of department explained that areas of their department have varying levels of understanding of the difference between internal and external moderation. Another chooses eight samples for compliance. Growing teacher understanding of quality assurance practices will provide confidence to senior leadership that grades are effectively moderated.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Kaipara 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 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.

Kaipara 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

- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Kaipara 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.

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

- selecting sufficient samples of student work to NZQA requirements

Effective management and use of assessment-related data

Kaipara 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.

Kaipara 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

- 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

Kaipara 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, such as the holding of parent gatherings.

Kaipara 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 Kaipara 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
- *Kaipara College 2024 NCEA Assessment Procedures Handbook* (staff handbook)
- *Kaipara College National Certificate of Educational Achievement 2024 Student Handbook* (student handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
    - English
    - Health and Physical Education
    - Science
    - Social Science
    - The Arts
- two 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.