

Managing National Assessment Report

Kaipara College

May 2021

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 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
- *Assessment Policy, Kaipara College, 2019*
- *NCEA Assessment Procedures Handbook, Kaipara College, 2021 (Staff Handbook)*
- *National Certificate of Educational Achievement, Kaipara College, 2021 (Student Handbook)*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Managers met with:

- the Principal's Nominee
- Heads of Faculty:
 - Arts
 - Māori Studies
 - Mathematics
 - Science
 - Social Sciences
- Teacher in Charge of:
 - Drama
- 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.

SUMMARY

Kaipara College

19 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 with the school's agreement, this review was rescheduled from 2020.

What the school is doing well

Kaipara College continues to provide programmes of study that lead to successful student achievement in NCEA. Achievement has been consistently at or near national averages for a number of years.

Action items arising from the previous review have either been completed or partially completed.

Review occurs at all levels with Heads of Faculty annually providing a detailed analysis of student achievement to Senior Leaders and the Board of Trustees. Student voice is an important part of this process. This has led to a number of schoolwide changes including the introduction of Harbournet courses, a trial of semester rather than year-long courses and a commitment to develop a more culturally responsive curriculum. Less clear is the impact of schoolwide goals on faculty planning and the school should consider evaluating this aspect of the review cycle.

Assessment practice is occurring according to NZQA's expectations. The process to track student achievement and identify students at risk of not achieving a qualification has been reviewed and an adapted system is now in a developmental phase. The school should continue to develop a strategic approach to this monitoring process and to the support offered to students as a result. Creating links between the various levels of monitoring and support will be helpful.

The school is well-placed to expand digital assessment opportunities for students including in external exams.

The allocation of specific responsibility to a Senior Leader for student participation and success in Science, Technology, Engineering and Mathematics (STEM) subjects rightfully places a focus on this important area.

External and internal moderation processes are occurring and teachers value the opportunities provided by these activities to improve their assessment judgements. Where needed, verifiers are sourced from outside the school.

Data related to NCEA achievement is generally well managed and the appointment of a data manager will further enhance the efficient administration and oversight of these processes.

The school community (staff, students and parents) are well informed and kept up to date on current NCEA practice and the requirements of NZQA.

Areas for improvement

Senior Leaders' monitoring of effective moderation practices is developing and must be expanded to include all faculties in a systematic way. Monitoring provides assurance to Senior Leaders that these practices are occurring according to expectations. Some Senior Leaders use regular meetings with Heads of Faculties for whom they have line responsibility to monitor internal moderation practices in the faculty, but this does not occur for all faculties.

Heads of Faculty are responsible for taking appropriate action as a result of external moderation reports. However, follow up by Senior Leaders to ensure that these action plans have been effective and that the desired changes have been made is not occurring consistently for all faculties. A process to do this must be introduced. This could be included in existing meetings between line managers and Heads of Faculty.

Teachers interviewed displayed an inconsistent understanding of the requirements for the selection of verification samples for internal moderation. This can lead to additional workload and can degrade the value of the process to improve teacher assessment judgements. Explicit instructions about this process should be provided to teachers, including in the staff handbook.

The staff and student handbooks need further updating to ensure that the information provided is both current and accurate.

Unexpected Event Grades for external entries need to be reported to NZQA in a timely manner in the event that these need to be used to provide results for students.

Agreed actions

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

- develop a process for Senior Leaders to follow up with Heads of Faculty those actions taken in response to external moderation reports and to monitor progress to provide an assurance of implementation
- extend the system to monitor that robust internal moderation processes are occurring to include all faculties
- provide staff with further guidance on how to conduct sufficient grade verification by the strategic selection of student work, and include these instructions in the staff handbook
- ensure that Unexpected Event Grades are reported to NZQA in a timely manner
- further update the staff and student handbooks to ensure that the information supplied is comprehensive and accurate.

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3 August 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 16 July 2017 Managing National Assessment Report This report detailed five items to be actioned. All have either been fully or partially completed by the school.

Fully completed items were to:

- develop a system to monitor Memoranda of Understanding with outside providers
- not republish school-wide assessment procedures in course outlines.

Partially completed items were to:

- clarify with teachers what constitutes a sufficient sample of student work for verification purposes and how best to select these samples
- develop a process for Senior Leaders to monitor internal moderation processes to ensure that they are confident that all reported results are credible
- update the staff and student handbooks

Further information about what the school needs to do to fully action these items is detailed in the Moderation and Communications sections of this report.

Response to external moderation outcomes For Senior Leaders to be confident that concerns raised in moderation reports are addressed in faculties, a monitoring process must be introduced. This could form part of an already established regular meeting schedule of Senior Leaders as line managers with Heads of Faculty.

Heads of Faculty are responsible for reviewing external moderation reports and actioning any changes as a result. However, follow up with Heads of Faculty of any actions taken in response to moderation reports and monitoring by Senior Leaders to provide assurance of implementation is inconsistent. Some line managers discuss these issues with Heads of Faculty but this is not a common and expected practice for all.

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)

Self-review, underpinned by the analysis of data, occurs at all levels of the school. The collection of student voice is viewed as an important component of this review process. Heads of Faculty are expected to complete a full review of the NCEA attainment of students in their courses and provide a written and verbal report to the Board of Trustees and Senior Leaders.

Change occurs as a result of this review process. The composition of courses is amended if needed, new courses introduced, and new schoolwide initiatives launched. Examples in recent years include:

- the introduction of HarbourNet courses to better meet the needs of students and the appointment of an e-Dean to manage these courses
- a trial of semester rather than full year courses for students following an NCEA programme
- a commitment to develop a more culturally responsive curriculum with an initial focus on junior school programmes
- additional meetings with Heads of Faculty and the Principal's Nominee to be scheduled to ensure currency and consistency of NCEA information
- the appointment of an NCEA data manager.

Teachers interviewed were able to clearly explain the review processes they undertook in their faculties and the lines of reporting to the Board of Trustees. Less clear was the impact on faculty planning and goal setting of any specific schoolwide goals and expectations set by Senior Leaders. Teachers were able to communicate certain broad schoolwide aims (e.g. Belonging and Success) but not specific actions or changes that they were required to implement in their faculties as a result of schoolwide expectations.

Although self-review is certainly occurring, the school is encouraged to consider whether their current processes can become more dynamic with faculties encouraged to consider their responses to schoolwide assessment goals. That way, faculty review will continue to inform the decisions of Senior Leaders but, in turn, specific schoolwide or faculty-specific assessment goals set as a result of this process will also inform further review and change in faculties.

Agreed action

NZQA and Senior Leaders agree on the following action to improve the school's response to external review. Senior Leaders undertake to:

- develop a process for Senior Leaders to follow up with Heads of Faculty those actions taken in response to external moderation reports and to monitor progress to provide an assurance of implementation.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- whether their current processes of self-review can become more dynamic to create challenge and change in faculties.

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 2021 5.1 – 5.7)

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

- designing programmes of learning that are focussed on their interests, needs and abilities
- where appropriate, assessing students when they are ready
- extending assessment opportunities by offering courses through HarbourNet and Gateway programmes
- ensuring teachers are aware of individual students with special assessment conditions entitlements and providing these resources for assessment where appropriate
- ensuring grades awarded are valid, authentic and verified
- ensuring credible assessment through consistent school-wide assessment practice of managing appeals, resubmissions, and further assessment opportunities
- reporting *Not Achieved* for proven breaches of authenticity and where students have had an adequate assessment opportunity but have not submitted work
- meeting the requirements of the Privacy Act 2020.

Monitoring of student achievement to provide targeted support is developing

The school uses the analysis of data to monitor the achievement of students to identify those students at risk of not meeting their qualification goals and to provide targeted support.

Monitoring and support occurs at a number of levels including through subject teachers, Kaiarahi who meet with students three times a week, Deans and the Principal's Nominee. Students are also encouraged and assisted to track their own progress.

Senior Leaders acknowledge that monitoring and support processes are still developing. The school is encouraged to continue to create links between the various levels of monitoring and support to develop a more strategic approach that both identifies those students most at risk of not achieving their qualification goals and co-ordinates how best to support them.

Digital assessment opportunities are expanding The school is well-placed to continue to expand digital assessment opportunities for students. Teachers are encouraged to use digital assessment opportunities and the school intends to offer digital external exams this year. Access to HarbourNet courses enables students to participate digitally in subjects that would otherwise be unavailable to them. The appointment of an e-Dean to oversee these processes shows the importance Senior Leaders place on these developments.

Expanding success in STEM subjects is a seen as a priority The school has added responsibility for increasing both student participation and success in STEM

subjects as a new portfolio to one of the Senior Leaders. This rightfully acknowledges the important place that success in STEM subjects can have in students' programmes.

Senior Leaders acknowledge that the number of students with one or more STEM subject in their programmes is less than optimal. In addition, for those students taking STEM subjects, the success rate is low. This is also true across ethnicities.

No action required

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

For consideration

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

- further creating links between the various levels of monitoring of students' achievement and support offered to develop a more strategic approach.

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 2021 6.4b)

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

- ensuring all assessment materials are critiqued prior to use
- using subject specialists within and without the school to verify a sample of student work
- documenting the process using *internal moderation coversheets*
- keeping benchmark exemplars to inform future assessment decisions.

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

- randomly selecting samples of student work for external moderation to NZQA requirements
- ensuring samples of student work are provided by being adequately stored and encouraging the digital storage of samples on a shared drive.

A more consistent schoolwide practice for verification should be developed

The school should provide staff with further guidance on sufficient grade verification by the strategic selection of student work. Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

Teachers interviewed displayed an inconsistent understanding of the requirements for the selection of verification samples. The lack of explicit instructions about this in the staff handbook contributes to this inconsistency.

Extend monitoring of internal moderation processes The system for Senior Leaders to monitor that robust internal moderation processes are occurring should be extended to include all faculties. Outcomes of this monitoring should be recorded. This will provide confidence to Senior Leaders of the robustness of internal moderation practices in faculties.

Senior Leaders act as line managers for Heads of Faculty and meet regularly with them. Monitoring of internal moderation processes occurs for some but not all Heads of Faculty during these meetings. There is currently no systematic schoolwide process for all.

Use of the External Moderation Query option should be encouraged Heads of Faculty should be encouraged to use the Query option that is available in the external moderation application.

Some teachers interviewed were unaware that this facility existed. Use of this option can provide clarification for Heads of Faculty of the reasons why moderators have

made decisions and comments. This will improve understanding of moderator feedback and provide clearer insight on actions to be taken.

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:

- extend the system to monitor that robust internal moderation processes are occurring to include all faculties
- provide staff with further guidance on sufficient grade verification by the strategic selection of student work and include these instructions in the staff handbook.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- encouraging Heads of Faculty to use the Query option in the external moderation application.

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)

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

- using data to monitor and track student progress
- evaluating the effectiveness of assessment programmes to ensure they allow students to meet their achievement goals and informing changes to standards offered
- annually reviewing course assessments to modify teaching and learning programmes as necessary
- annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement to inform strategic goals and actions.

Kaipara College reports accurate achievement data by:

- ensuring that datafiles are submitted to NZQA in a timely manner
- checking reports such as the Key Indicators to identify and resolve any errors
- reporting results against the correct provider codes of outside providers with which the school holds current Memoranda of Understanding.

Unexpected Event Grades must be submitted in a timely manner The school must ensure that Unexpected Event Grades are reported to NZQA in a timely manner. In 2020, fewer than half of all external entries had these grades reported.

Unexpected Event Grades can be used to award a result in external standards for students should a significant event occur during the exam period that interrupts the normal assessment process. These grades should be submitted to NZQA in a datafile prior to the start of the end of year exams.

The absence of these reported grades for many standards and students means that this option may not be available for students if a significant event occurs.

Students must be encouraged to register for their NZQA login The school should encourage and support students to register and use their NZQA learner login.

Students use their logins to check their NCEA results, request reconsiderations and order certificates. Registration is also essential for being able to access digital exams. The rate of student NZQA learner login was less than 50% in 2020.

Appointment of a data manager is a positive development The appointment of a data manager to manage the submission of data files to NZQA and other NCEA-related matters is a positive development. This will enable the Principal's Nominee to focus her attention on more strategic, assessment practice and monitoring functions.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure that Unexpected Event Grades are reported to NZQA in a timely manner.

For consideration

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

- supporting students to register for and use their NZQA 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))

Kaipara College has effective processes and procedures for:

- ensuring students receive outlines for all course they undertake
- supporting students to monitor their achievement
- informing staff of updates to NCEA information throughout the year
- reporting on students' progress towards qualifications.

Kaipara College assists common understanding of assessment practice by:

- holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways.
- having a consistent template for course outlines across subject areas ensuring consistent assessment information
- publishing handbooks for staff and students about schoolwide NCEA assessment process expectations
- pro-actively informing teachers about assessment best practice and providing opportunities to discuss changes.

Further update staff and student handbooks The school should further update handbooks to ensure that the information supplied is comprehensive and accurate. This will promote a consistent approach across all departments.

Since the previous review, the school has published handbooks for staff and students on NCEA processes. These handbooks act to both inform staff and students but also to communicate the schoolwide expectations about NCEA processes. The current handbooks contain a number of omissions and errors.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- further update the staff and student handbooks to ensure that the information supplied is comprehensive and accurate.