

# Managing National Assessment Report

## Kristin School

August 2022

# **FINDINGS OF THIS REVIEW**

## **Kristin School**

**9 August 2022**

### **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 2021*.

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 2020.

## Actions and considerations

### Agreed actions

The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. This is:

| Action  | Timeframe       |
|---|-----------------|
| <b>External and internal review</b>   |                 |
| The school must strengthen the monitoring and follow up of action plans developed to address concerns raised in external moderation reports to ensure that actions taken lead to improved outcomes. | Within one year |

### For consideration

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

- preparing for the imminent changes to NCEA and the introduction of new achievement standards
- developing a policy for the digital storage of samples of student work required for external moderation.



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27 September 2022

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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 29 March 2017 Managing National Assessment Report** The agreed action items in this report have been addressed. The school has further strengthened the internal moderation process and ensured that all internal entries submitted have a result reported which provides additional confidence in these processes. Further explanatory notes have been added to the course outlines and some sections of the staff handbook have been amended to provide improved clarity.

**External moderation processes and response to outcomes** The school must strengthen the monitoring and follow up of action plans developed to address concerns raised in external moderation reports to ensure that actions taken lead to improved outcomes. In a number of subject areas, moderation reports have raised issues that have persisted over time which raises the risk that some results submitted to NZQA may not be credible.

The school has developed a process to ensure that matters raised in moderators' reports are noted and action plans developed to address any concerns. This is co-ordinated by the Principal's Nominee. He reviews all external moderation reports and, where concerns are raised, will discuss these with the relevant Curriculum Leader to develop an appropriate action plan in response to these concerns. The Principal's Nominee then follows up to ensure that planned actions have been completed.

These action plans are saved in the relevant online subject folder to which the Principal's Nominee has access.

To further strengthen this process, the school should consider greater involvement of Heads of Faculty. Discussion of external moderation outcomes, particularly where concerns are raised, could form part of a fruitful professional conversation between Heads of Faculty and their Curriculum Leaders. This could result in a deepening of the understanding of assessment decisions as well as ensuring that required actions are effectively completed.

### 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)*

**Self review processes are embedded and effective** The school has dynamic and robust self-review processes that are understood by teachers and underpinned by a culture of self-reflection.

The formal review process is centred on an annual report that is prepared by Heads of Faculty and formulated on the reports submitted by Curriculum Leaders. The reports reflect a culture of self-review that is evident across the school. The goals set in these reports can be quite fine-grained, including how to better time assessment events and whether student outcomes may be improved by changing the order in

which standards are taught. Interviews with teachers held during this review showed a high degree of self-reflection and a desire for constant improvement. This is a feature of the school.

These reports are based on the detailed analysis of attainment data and reflect the progress made towards the achievement of goals set the previous year. Goals for the upcoming year are also included.

These annual reports are presented to the Principal who also meets with Heads of Faculty to discuss them. The Principal then presents a summary of the reports to the Board of Trustees.

Regular meetings of Curriculum Leaders have an ongoing self-review focus.

Schoolwide goals have been generally quite constant over time and emphasise (among other things) the expectation of academic success and a pathway to university education. However, at Head of Faculty and Curriculum Leader level, change brought about by self-review processes is more evident. Examples of these changes are the decision made to not offer a full NCEA Level 1 programme and to introduce new courses, most recently Psychology.

## **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)*

**Emphasis on academic success and a university pathway** The school is unequivocal in setting the highest academic standards for students and providing the support needed to reach their qualification goals. Consistently very good results in NCEA and New Zealand Scholarship, and the fact that almost all students go on to university study are testament to this approach by the school.

It is notable that the school is committed to largely meeting the academic needs of students from the school's own resources. Other than some subjects offered through Te Aho o Te Kura Pounamu, the school does not engage with programmes offered by other providers and hence does not hold Memoranda of Understanding with outside organisations.

After a general year of study in Year 11 in which students complete some standards but not the entire NCEA Level 1 qualification, students choose either the International Baccalaureate or the NCEA pathway from Year 12 onwards. There is about an even split in student numbers between the two pathways.

All students participate in the Learning for Life Academic Mentoring Programme which is run by House Deans and facilitated by a Senior Leader. This programme both tracks the progress of students and provides support if needed. In addition, the Principal's Nominee tracks the progress of students in attaining literacy and numeracy requirements and will liaise with the students' mentors if there are any concerns that need to be followed up.

Support for students to ensure that they make the best choice for their post-school tertiary studies is also extensive. Presentations on university study are offered to students and visits from tertiary providers to the school are facilitated. In addition,

students are provided opportunities to visit a variety of tertiary institutions around the country.

**Support for students with learning needs is extensive** The school has made a significant commitment to resourcing the learning support department and to ensuring that students with learning or other difficulties that may impede fair assessment are supported. This is a feature of the school.

There is a significant number of students with Special Assessment Conditions who receive appropriate support for both internal and external assessment.

**Preparation for the introduction of new standards** Senior Leaders should consider how to prepare for the implementation of the NCEA Change Programme in 2024.

The school has not yet engaged in the piloting of any of the new achievement standards that will become compulsory from 2024. This can partly be explained by the fact that the current pilot standards are at Level 1 only and the school does not offer a full Level 1 qualification.

However, the school does offer some Level 1 standards in their Year 11 programme. As these standards will lapse at the end of 2023, Senior Leaders should begin to consider the composition of the Year 11 programme for 2024. Of particular note should be how the Year 11 programme can be configured to best prepare students for the new Level 2 standards from 2025.

In addition, the new Literacy and Numeracy co-requisites will be mandatory from 2024. Senior Leaders should consider the value of piloting these standards in 2023.

The assessment of the new achievement standards takes a digital first approach. As the school has already offered a number of external standards as digital assessments and will be involved in digital practice exams this year, there can be confidence in the readiness of students to engage more widely in digital assessment.

## **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 are effective** Thorough processes to ensure the completion of internal moderation provide confidence to Senior Leaders that results submitted to NZQA are credible.

Completed *Internal Moderation Coversheets* are uploaded by Curriculum Leaders to a shared drive which can be viewed by the Principal's Nominee. He reviews these to ensure that only results for standards that have been through this grade verification process are reported to NZQA. He also meets with Curriculum Leaders to monitor that internal moderation is occurring in line with NZQA's expectations and Curriculum Leaders attest annually that they have followed all required processes.

**Digital storage policy for student work required for external moderation** The school should consider developing a policy relating to the storage of samples of student work required for external moderation.

Currently, each department saves student work digitally in a variety of different ways and in a number of different folders. Increasingly, links to these folders are used when completing the external moderation application rather than actually uploading samples. Incorrect permission settings can make these samples inaccessible to moderators and it could be difficult for the Principal's Nominee to monitor the submission of work across multiple folders.

This can be alleviated by the establishment of a dedicated set of digital folders for each department into which student work required for external moderation can be dropped. These folders can be more easily accessible by the Principal's Nominee and permission settings can be standardised thus leading to greater efficiency.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

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

- designing coherent programmes of learning and assessment that are focussed on student interests, needs, abilities and aspirations
- 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
- providing expanding opportunities for digital assessment including digital exams.

**Kristin School 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
- 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

**Kristin 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.

**Kristin 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.

## **Effective management and use of assessment-related data**

**Kristin School 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Kristin 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

## **Effective communication to inform staff, and students and their families about assessment**

**Kristin 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, such as the holding of parent gatherings.

**Kristin 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 Kristin 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 2021* (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 2022* (Assessment Rules).

### 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
- Policies and procedures relating to assessment
- *Course Guide, Kristin College, 2023*
- *NCEA Guide and Regulations for Teachers, Kristin College, 2022* (Staff Handbook)
- *NCEA Guide and Regulations for Students, Kristin College, 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee and Assistant Principal's Nominee
- Curriculum Leaders of:
  - Biology
  - Chinese
  - Digital Technology
  - Drama
  - English and Media Studies
  - Geography

There was a report-back session with only the Principal's Nominee at the end of the review visit (the Principal being on leave) to highlight good practice and areas for improvement, with suggested strategies, next steps and to agree on any action required.