

Managing National Assessment Report

Kelston Girls' College

March 2023

FINDINGS OF THIS REVIEW

Kelston Girls' College

14 March 2023

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 the following actions will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
External and internal review	
Continue a review of the school's internal and external moderation systems.	Immediate
Ensure all external moderation material is submitted to NZQA as required.	September 2023
Strengthen follow-up to external moderation findings through documented actions.	March 2024
Internal moderation to ensure the reporting of credible results	
Establish an effective and documented system to monitor internal moderation.	Immediate

For consideration

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

- adding a process to assure Senior Management that all Memoranda of Understanding with external providers are current.



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School Quality Assurance and Liaison

1 May 2023

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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 9 March 2017 Managing National Assessment Report The school has addressed both action items from the 2017 Managing National Assessment review. Teachers are purposefully, rather than randomly, selecting samples of student work for internal moderation. All teachers interviewed could explain the intent of this concept in supporting teacher understanding of the standard, and show examples of consideration of grade boundary samples.

The new Principal's Nominee has reviewed both the staff and student assessment handbooks. These are now effectively linked to procedures on the NZQA website and have been made available on the school's website to add clarity to communication over assessment practice and procedures for staff and students/ākonga.

External moderation processes and response to outcomes The school must continue to review its external moderation systems to ensure these are effectively strengthened. In late 2022, and because of COVID, the school identified communication errors relating to external moderation submissions in several departments. Ten standards for which materials were requested for external moderation were not received by NZQA with the result that the school did not receive external feedback on the quality of teacher assessment of the relevant standards, and NZQA . The Principal's Nominee and Senior Management have confirmed that the new checking systems will help ensure this does not recur in 2023. Effective Principal's Nominee checks now ensure that all action plans related to external assessment are linked back to internal moderation practice. This process needs to be embedded.

The school expects, and the Principal's Nominee will report to senior management on changes made to ensure full submission of materials requested by NZQA for its 2023 external moderation plan, by March of 2024. To support teachers in this process schoolwide professional development has been provided so that all teachers can now access their Education Sector Logins and respond to their external moderation reports, or action plans, as required in departments or by senior leaders.

To further strengthen evaluative practice departments complete internal moderation through a workflow in the school management system. Teachers interviewed showed a clear understanding of the need to complete the end-to-end process to ensure the accuracy of grade verification based on stored evidence and to reflect on any changes needed to assessment materials of grade boundary decisions once they receive their external moderation results.

New processes aim to provide continuous improvement through an Action Plan, as outlined in this report, and agreed with NZQA. The Principal's Nominee will monitor departmental action plans, supporting any professional learning or changes to grade verification practice as needed, where there is any clear disparity between internal and external moderation outcomes. She will sign off to ensure timely completion.

These agreed changes will strengthen the credibility of results reported for students by providing a more consistent approach to quality assurance.

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)

Review of courses and modules designed to meet student needs Since the 2017 Managing National Assessment review a schoolwide curriculum review led by senior management and based on placing the student at the centre of their assessment has been informed by gathering student voice at all levels. This has resulted in changes to course design and the removal of streaming. Student interests are identified and pathways introduced to meet students' learning needs. Standards in two or three subject areas are assessed in a module; for example, Physical Education, Mathematics and English. In addition, Pasifika languages and a Trades and Health Academy are providing cultural and vocational pathways. This has been effective in engaging students to formulate assessment goals through relevant and engaging contexts.

Focus on data review to more effectively inform pathways The Senior Leadership Team has introduced trimester data snapshots tracked by Heads of Pathway in modules to better ensure students at-risk are identified and closely monitored throughout the year. At all levels the school has analysed its achievement data, with particular attention to Level 2, so that students are given their best opportunities to complete either their academic or vocational pathway goals through timely interventions.

Senior leaders to check Memoranda of Understanding held with external providers The school should ensure there is a senior management check of Memoranda of Understanding held with external providers to confirm currency. Currently MOUs are held and checked in departments. This can be further strengthened through the addition of a senior manager's reconciliation process to confirm the credibility of results reported.

Credible assessment practice to meet student/ ākonga 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)

Mentoring systems and accessing student voice A developed awareness of students' pathways, cultural and academic needs sits alongside a purposeful need to deliver assessment when students are ready and to do so based upon student voice. Students' progress is tracked through their learning advisory classes each week and student voice is gathered in whānau and subject classes and provided to Te Huinga Whānau. These hui are in the process of becoming increasingly student led. Small whānau groups ensure personalised learning so that pathways are tracked. During the review, students commented that they feel supported in their learning and assessment by this system.

Digital examinations to meet student needs By engaging in identifying changes needed to technology and taking part in transition year arrangements for the Literacy/Numeracy co-requisite the school is developing its capacity to offer digital assessment to all.

Ongoing engagement in digital external examinations will best position students to engage with the review of achievement standards. The school has recently hosted NZQA workshops on digital examinations and special assessment conditions. It has completed a needs analysis related to technical upgrades. In 2022 it offered digital examinations at all three levels in one subject area. In 2023 it will begin assessing the new Literacy and Numeracy standards to prepare for NCEA Change implementation in 2024.

Greater engagement with NZQA Student Login Student/ākonga engagement with academic and pathways outcomes has been reviewed over the past two years. Whānau teachers and assembly presentations have encouraged students to check NZQA for results and not rely solely on the school's student management system to access their entries and results. In 2022 63 percent of students accessed their results through their NZQA login in January. Access means students can check results, apply for reviews and reconsiderations and order certificates. Students interviewed during this review commented that this is effectively helping them to understand these processes. In addition, they noted that this supports them to be more engaged in the school's online options choices process. As a next step the school will continue to ensure access to the Learner login for all students.

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)

Increase the effectiveness of internal moderation monitoring The school needs to establish an effective and documented system to monitor internal moderation that will assure senior management that all internal moderation processes are credible.

This will ensure proactive follow-up and tracking of critiquing, grade verification and storage of student work. Currently internal moderation processes are discussed between line managers and heads of programme, but these conversations need to be documented. The shift from a paper-based system of internal moderation cover sheets to a digitally tracked system of internal moderation in the school management system goes part of the way towards ensuring consistency. The addition of a Principal's Nominee storage check and tracking spreadsheet is already allowing senior managers to better confirm that quality assurance of internal moderation is complete. The remaining step is to formalise a documented line manager quality assurance check to help ensure that all staff understand the purpose of internal moderation and are supported to do this. This documented check will strengthen accountability within the system.

Strengthen credibility of internal assessment results through consistent communication Some teachers maintain a compliance focus around internal moderation. Consistent communication of the requirements will make internal moderation transparent. It will allow new Heads of Programme, teachers new to NCEA and those in single teacher departments to better grasp the purpose of internal moderation. This will enable all teachers to reflect on new understanding around grade boundary decisions and highlight any professional development needed by ensuring that external moderation feedback acts as a more effective lens to quality assure internal moderation results.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākonga

Kelston Girls' College has effective processes and procedures for meeting the assessment needs of their students / ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākonga interests, needs, abilities, and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students / ākonga can present their best standard-specific evidence of achievement
- assessing students / ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākonga needs
- ensuring teachers / kaiako are aware of individual students / ākonga with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams
- identifying and providing targeted support for students / ākonga at risk of not achieving literacy and numeracy or their qualification goals

Kelston Girls' College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākonga 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 / ākonga privacy in the issuing of student / ākonga results.

Effective internal and external moderation to assure assessment quality

Kelston Girls' 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
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student / ākonga work
- using grade verifiers from outside the school.

Effective management and use of assessment-related data

Kelston Girls' College effectively uses assessment-related data to support achievement outcomes for students / ākonga by:

- monitoring and tracking student / ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Kelston Girls' 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
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting student / ākonga and teacher / kaiako 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 / ākonga and their families / whānau about assessment

Kelston Girls' 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 / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākongā progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākongā success, such as the holding of parent gatherings.

Kelston Girls' College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākongā
- informing students/ ākongā about suitable learning pathways
- supporting students / ākongā 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 Kelston Girls' 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 / ākonga and families / 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 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
- Assessment and Curriculum policies 2023
- *Kelston Girls' College Staff Assessment Guidelines 2023* (staff handbook)
- *Student Handbook, Kelston Girls' College Assessment Rules and Procedures for Senior Students 2023* (student / ākonga handbook).

The School Relationship Manager met with:

- the Principal's Nominee / Deputy Principal
- Heads of Pathways for:
 - Creative Pathways / Te Ara Auaha
 - Gateway / Trades Academy / Te Ara Moemoea
 - Mataora Ako Huarahi
 - Mathematics / Physical Education/Health
- Teacher / Kaiako in Charge of:
 - History
- Teacher(s) / Kaiako of:
 - Mathematics
- two students / ākonga.

There was a report-back session with the Acting 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.