

# Managing National Assessment Report

## Karamu High School

March 2017

## What this report is about

This report summarises NZQA's review of how effectively Karamu 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 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, in combination with the most recent Education Review Office report 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 2017* (Assessment Rules).

## 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
- *Karamu High School NCEA 2017 Course Booklets* (Levels 1, 2 and 3)
- *Karamu High School NZ Qualifications Framework Policy (For Teachers)*

- *Karamu High School Senior Assessment Procedures for NCEA for Parents and Students*
- samples of Years 11, 12 and 13 course outlines from the faculties and subject areas visited.

The School Relationship Manager met with the Principal's Nominee, five students, Heads of Faculty for English and Mathematics and Teachers in Charge of Chemistry and History.

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

## Karamu High School

16 March 2017

### 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 proactive review mechanisms allow them to identify and respond to all issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

### What the school is doing well

The school has an effective culture of self-review of NCEA assessment practices. Assessment and moderation processes are regularly reviewed, leading to improvements in systems and staff practice. Where issues are identified by either their own, or outside review, the school responds quickly and effectively to address these.

Assessment processes and procedures are effectively managed and are well understood by staff and students. To meet the needs and aspirations of students, a wide range of both academic and vocational assessment programmes is available. Differentiation within many courses also cater for individual student abilities.

Senior Management and staff have made a commitment to digital assessment and moderation. The school has been invited to become a Co-Managed Digital Assessment school in 2017 and will work with NZQA on digital trials and pilots.

Both internal and external moderation are embedded processes within the school. Senior Management effectively monitor these processes to ensure that the school meets NZQA requirements. Feedback from verifiers and external moderators is considered and, where appropriate, action is taken to respond to identified issues.

Teachers and managers effectively use assessment-related data to support student achievement outcomes. Analysis of the data has shifted from a retrospective view of what was achieved in the previous year, to a more active and student-focussed questioning of where can improvements be made to enhance achievement.

The school has well managed process to ensure that accurate and timely assessment data is reported to NZQA.

Clear and consistent information on assessment is provided to students, parents and staff. The information is available in a variety of formats and presented in ways, such as in mentor groups and Academic Conferences, that better meet the needs of the recipients. Staff and students reported during this review that school communications are effective in keeping them well informed.

There are no actions arising from this review for the school to consider.

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5 May 2017

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# FINDINGS OF THIS REVIEW

## How effectively has the school responded to external and internal review?

### External review

*Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2iv, 3v)*

**Action Items from 6 June 2013 Managing National Assessment Report** As agreed during the 2013 review, the Principal's Nominee has developed a process to monitor action plans in response to external moderation. This highly effective system was in place by the September 2013 external moderation round.

**Effective process for responding to external moderation outcomes** All staff who have work moderated by Standard Setting Bodies are required to respond to the reports, irrespective of the agreement rate outcome. The Principal's Nominee customises the response form for each standard based upon her analysis of the report, and discusses the feedback with the teacher. Where action plans are developed in response to a report, the Principal's Nominee monitors these to ensure they are completed by agreed dates and, if required, that appropriate professional development is provided

**Response to data issues** The school responded quickly to one subject area being identified by NZQA as having a significant variance when internally assessed results were compared to externally assessed results in 2015. All staff are now required to report on variances between internal and external results as part of their annual data analysis for the Principal and Board of Trustees. No subjects were identified by the school or NZQA as having significant variances in 2016.

### Internal review

*Evidence found that the school is effectively 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)*

The school is proactive and systematic in its review of assessment systems. This has resulted in continuous improvement of processes and procedures, and promoted positive achievement outcomes for students. Senior management follows up on the results of self-review to ensure that where changes are made they effectively address issues, and that any new assessment practices introduced have become embedded. Examples of where school review has led to effective changes in staff practice and improvements in student achievement include:

- changing the focus of faculty analysis of results. Faculties now use analysis to reflect on student achievement in individual standards to consider "where to next". Faculty leaders spoken to during the visit indicated that the emphasis of their analysis has shifted from "what we achieved in the previous year" to "what can we do better to help students achieve"
- setting milestones for all assessments to reduce the number of students not meeting assessment deadlines. Initially a number of formal milestones were introduced for each standard but following feedback these have been reduced to one milestone near the hand in date. Analysis of the change has found that

this is helping to keep students stay on track, with fewer being awarded Not Achieved grades for non-submission of work

- introducing Mentor Groups. To enable a greater focus on mentoring students new to NCEA, small Year 11 Mentor Groups were introduced in 2016. Form teachers help students to understand NCEA requirements, set goals and track progress towards qualifications. The school used Survey Monkey to capture student reflection on the mentoring they received at the end of the year, . This has led to Mentor Groups being expanded to include Year 12 students in 2017
- changing from hardcopy Year Level Assessment Booklets to an online Assessment Calendar. Feedback from parents and students indicated that while the booklets provided the required information on when assessments were due, unlike the digital copy they were easily lost.

These changes demonstrate the school's ability to effectively use self-review to identify areas for on-going improvement in assessment practice and assessment outcomes for students.

### **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 found that assessment practice is meeting student needs (CAAS Guidelines 2.5v-vii, 2.6 and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)*

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

- providing differentiated courses in English, Mathematics and Science that allow for extension or extra support
- offering selected Year 10 students NCEA assessment opportunities as a way of broadening their preparation for Level 2 study in Year 12
- giving students some choice in making entries for externally assessed standards
- providing a range of vocational opportunities for those students who do not have tertiary education as a goal, including the opportunity to achieve a New Zealand Certificate in Youth Work
- making appropriate applications for special assessment conditions to assist identified students overcome barriers to fair assessment.

### **Karamu High School has effective processes and procedures to:**

- manage missed and late assessments, further assessment opportunities, resubmissions, and student appeals of assessment decisions
- investigate and resolve potential breaches of assessment rules
- ensure the collection of credible evidence to support derived grade applications
- help students present authentic work
- assist NZQA staff manage the school's Examination Centre
- meet the requirements of the Privacy Act 1993.

**School committed to digital assessment** In addition to staff providing students with opportunities to produce and submit work for internal assessment digitally, the school has also taken part in the NZQA digital trials and pilots for external assessment since 2015. Senior Management see the potential of digital assessment for students and are fully committed to expanding the number of subject areas involved. This year the school has been selected by NZQA to become a Co-Managed Digital Assessment school for digital trails and pilots.

### **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 found that internal and external moderation is ensuring assessment quality (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)*

### **Karamu High School has effective processes and procedures for managing internal moderation. These include:**

- ensuring all assessment materials are critiqued prior to use
- using subject specialists, either from within, or outside of the school as necessary, to verify selected samples of student work
- staff documenting all steps of the process on an *Internal Moderation Cover Sheet*
- faculty heads and the Principal's Nominee monitoring *Internal Moderation Cover Sheets* to ensure that all internal moderation requirements have been met before results are reported to NZQA.

### **Karamu High School has processes and procedures to effectively manage external moderation. These include:**

- using the school's student management system to randomly select samples of student work for external moderation to meet NZQA requirements
- appropriately storing samples of student work to ensure material is always available for external moderation when required
- staff following the school's external moderation processes regardless of the Standard Setting Body
- several faculties digitally sending external moderation material in 2016, thereby reducing the potential for material to be mislaid.

**Improving staff understanding of the verification process** All staff fully engage with the school's internal moderation processes. However, the review noted some inconsistency in staff understanding of the purposeful selection of student work around grade boundaries, and the minimum requirements for sufficiency, during the verification process. While the documentation does provide some information on this, a next step would be to review this section of the staff handbook and include examples of best practice. This will assist staff to develop their understanding, get more targeted and meaningful feedback and clarification of the standard, and better manage their workload during the verification process.

### **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 found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

**Effective analysis of achievement data** Senior Management effectively analyse achievement data to assist in setting school-wide academic goals. This analysis also allows for the identification of target groups of students, or individuals, for extension or support.

To assist faculties set achievement goals in-line with school goals, faculty and subject leaders are required to analyse:

- trends in course endorsements
- comparisons of results between internally and externally assessed standards
- the percentage spread of grades for both internal and external standards against national results.

Senior Management assist with this by either providing the necessary data, or giving staff access to the school's NZQA Provider login and the achievement data available there.

**Maintaining data accuracy** The accuracy of the data the school sends to NZQA is maintained by:

- the Principal's Nominee:
  - regularly submitting data files and checking for errors using the Key Indicators page and the school's student management system
  - checking for 'orphaned entries' where students have left or transferred courses, so that they can be removed instead of sending them to NZQA
  - regularly reviewing teacher markbooks for inconsistencies.
- students:
  - signing-off on the accuracy of the grades awarded before teachers enter these in the student management system
  - using the student management system's online portal or their NZQA Learner login to check the grades entered.

**Using the student management system for checking accuracy** Both staff and students indicated that they use the school's student management system rather than the data held by NZQA when checking on reported results. While the student management system may at times be more up-to-date, it is important that teachers and students understand that the only results used to award qualifications are those held by NZQA. The school could consider encouraging staff and students to use NZQA reports and logins as a further check on the accuracy of results reported.

### 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 found that school communication ensures understanding about assessment (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii)*

### **Karamu High School has effective procedures and methods for:**

- communicating appropriate assessment policies and procedures, and information on qualifications to the various sectors of the school community
- helping students to manage their workload by providing an Assessment Calendar on the school website with key milestone and assessment due dates
- ensuring students receive full and clear information about the standards they will be assessed against in course outlines
- helping staff develop a common understanding of the school's assessment processes
- reviewing communications to ensure they are fit for purpose, current and appropriately targeted.

### **Karamu High School monitors common understanding of assessment practice by:**

- providing staff with timely opportunities to discuss changes in assessment policies or processes during scheduled staff and faculty meetings
- asking students to give feedback on the relevance and effectiveness of the information they are provided with.

Staff and students interviewed during this review reported that school communications are effective in keeping them up-to-date on assessment practice expectations.

**Mentor groups improve understanding of NCEA** Following a review of how students were being mentored, small Year 11 Mentor Groups were introduced in 2016. Form teachers helped student to understand NCEA requirements, set goals and track progress towards qualifications. At the end of the year students were asked to reflect on the mentoring they had received, using Survey Monkey. This has led to Mentor Groups being expanded to include Year 12 students in 2017. Achievement Conferences between students, the mentor and parents have also been introduced. These conferences offer opportunities for improving parental understanding of, and support for, NCEA assessments. Students manage the conversations and discuss their attendance, attitude, achievement from the previous year and goals for the current year.

### **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.