

# **Managing National Assessment Report**

## **Karamū High School**

**May 2023**

## **FINDINGS OF THIS REVIEW**

### **Karamū High School**

**11 May 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 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

## Actions and considerations

### Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Clarify the resubmission rules with all staff.	Immediate
<b>Internal moderation to ensure the reporting of credible results</b>	
Clarify NZQA's minimum requirements for sufficiency for the internal moderation/verification of assessor grades.	Immediate
Clarify the need for purposefully selected student work on grade boundaries for internal moderation.	Immediate

### For consideration

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

- ensuring all staff, and staff new to NCEA assessment, have access to Pūtake and the *Request clarification of an internally assessed standard* form
- sharing ownership for the monitoring of internal moderation with Heads of Faculty.



Kay Wilson  
Manager  
School Quality Assurance and Liaison

6 June 2023

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## External and internal review

### External review

*Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

#### **There were no Action Items from the 16 March 2017 Managing National Assessment Report.**

**External moderation response to outcomes and processes** For the past five years, the school's external moderation outcomes have been variable, albeit close to 75 percent consistent with the standard. Where a pattern of inconsistency is evident, it is advisable for the Principal's Nominee to check whether the grade verifiers the faculties have used have had recent, successful experience with the standards they are moderating. In most cases, where moderators identified that assessor judgements for individual standards were Not Yet Consistent or Not Consistent with the assessment criteria, there were issues with the verifiers, who did not meet this standard. In future, a preliminary check of the verifier's familiarity and success with the standard is advised, and where necessary, the faculty should change verifiers where NZQA moderators report their grade judgements are not consistent with the standard.

**Ensure all teachers have access to NZQA's assessor support** In a few cases, staff new to the school, or to a particular standard, did not avail themselves of NZQA's assessor support, which together with a possible poor choice of verifier, contributed to lower than expected external moderation outcomes.

Regular reminders of the supports available will help ensure teachers are aware of additional assessor support that is available to them, especially where they are the sole teacher of a subject, a beginning teacher, or do not have access to a subject cluster. Most teachers have been given access to NZQA's Learning Management System, Pūtake. It is here that teachers can find support for internal assessment by subject, and NZQA's new modules on authenticity, and digital assessment using Assessment Master. Teachers may need to be reminded that if they require clarification of a standard, they can use the *Request clarification of an internally assessed standard* form available on the Internal Moderation page of the NZQA website to seek clarification from the moderator of that subject.

Effective follow up by Heads of Department, in conjunction with the Principal's Nominee, includes professional support where appropriate to help ensure that the issues identified by NZQA moderators are resolved. All teachers interviewed said they valued external moderation feedback for its professional learning component. Where Materials Not Received reports have been received, the Principal's Nominee has managed the personnel and/or the storage protocols concerned to resolve the issue. In 2022 the school did not receive any such reports.

A next step for the Principal's Nominee is to evaluate and record the effectiveness of external moderation follow-up during her audit of departmental assessment practice. An effective practice that the school might consider is to report on external moderation outcomes as part of the departmental review process and include this in annual reports to the Principal and/or Board of Trustees.

**Derived Grade Audit** In 2022, NZQA conducted a derived grade audit to check how well the school's derived grade processes meet NZQA requirements for a reported grade. This Managing National Assessment review found that the school has put in place effective systems to ensure that:

- the critiquing and grade verification or justification process is documented
- the quality assurance process for each standard is monitored to confirm the process has been applied
- systems and processes are in place to continue to meet NZQA derived grade expectations in 2023
- the 2023 staff information is updated to reflect NZQA requirements for derived grades.

**Quality assurance check of the examination centre** As a result of the 2022 Examination Centre quality assurance check, the school has several actions to carry out to ensure it is fully compliant for the return check in 2023, including:

- securely storing examination materials, and
- developing facilities required for examinations.

This review found that the facilities for the storage of examination materials are now compliant.

### **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)*

Since the last Managing National Assessment review in 2017, Karamū High School has had a change of Principal and Principal's Nominee and is in the process of revising its strategic priorities to better meet student needs and align its goals with those of the Whirinaki Kāhui Ako. School leaders continue to support, champion and resource students' readiness for a digital first approach to assessment. The school uses its own processes of self-review, based on effective data analysis and use of staff/student voice to review programmes and implement changes that reduce barriers to success for all students.

### **Annual analysis of programmes by all staff ensures responsive curriculum**

Effective schoolwide ownership of self-review is exhibited in the annual analysis of programmes. This process is student-centred and includes a next steps evaluation and assists with setting academic school-wide goals and identifying target groups or individual students for extension or support. All reports are reviewed by the Principal and DP Curriculum and inform the design of a cohesive, responsive curriculum which meets students' needs. Every two years, Heads of Faculty present their analysis of trends, highlights and changes to the Board of Trustees including comparisons with national data and the data of comparable schools. This process is a key element in building the capability of all staff to use their data to inform their practice, programmes and future strategic direction.

**Improving staff / student wellbeing and connectedness** Karamū High School reflects and respects New Zealand's cultural diversity. The wellbeing of staff and students is a genuine concern, and the school is using the NZCER Wellbeing@School survey to monitor, measure and evaluate the wellbeing of different year levels and groups within the school. School leaders are aware that

students' sense of connectedness has a direct impact on their level of engagement and attendance.

As a result of additional funding received in 2022, the school has appointed one Nga Pou Kaiārahi at each level to support Māori and Pacific students. Together with other schools in the Whirinaki Kāhui Ako, they work alongside the Deans promoting learner engagement and improved attendance. The school's goal is to restore attendance and engagement to pre COVID levels of around ninety percent. The Kaiārahi share the same non-contact time to work smartly as a collective and those interviewed report they have seen improvements in both engagement and attendance in their particular cohorts. In addition, ERO is working with the school to strengthen learners' sense of belonging by developing a responsive local curriculum and stronger partnerships with whānau, hapū and iwi.

**Proactive data use improves endorsements and student outcomes** The school leadership has shifted its focus from using data retrospectively to a more proactive approach. Senior deans meet fortnightly with the DP Curriculum to track student progress and to identify early those students at risk of not gaining a qualification. The school follows up by evaluating the effectiveness of any remedial measures implemented for priority students.

**Mandatory milestones support student tracking and success** A unique aspect of this school's assessment practice is the requirement for each student to have at least one milestone check prior to the due date for every internally assessed standard they undertake. The teacher records in the markbook whether the student has met, or not met, the milestone. Where expectations are not met, the details are reported to the Head of Faculty for follow up and the outcomes from milestone checks are visible in the Parent Portal. This good practice has significantly improved the completion rate for internal assessment, and provides a valuable check on each student's progress, time management and the authenticity of their work.

## **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 Candidates 2023)*

**Cyclone Gabrielle likely to impact Course and Certificate Endorsements** The deans and DP Curriculum use their fortnightly meeting to monitor and manage students' progress towards achieving Course and Certificate Endorsements. The school's Merit level Certificate Endorsements have exceeded those of comparable schools at all levels over the past five years. The school regularly recognises and celebrates academic achievement based on endorsements and GPA calculations. Teachers interviewed predict that Cyclone Gabrielle will negatively impact their endorsements in 2023 as they will not be able to cover the same number of topics in the same depth as previous years.

### **Clarification of new Resubmission rules and Further Assessment**

**Opportunities required** Further cementing understandings around the use of resubmissions and further assessment opportunities will prevent inconsistencies in assessment practice and preserve the credibility of the qualification. Interviews with staff members revealed that some of the finer points of the new resubmission rules need further clarification. NZQA's Mythbuster #4 on Resubmission states:

- *“effective use of checkpoints and feedback/feedforward will usually remove the need for resubmission where evidence is gathered by portfolio, or over an extended period.”*

In this instance, effective use of the mandatory milestone/s should negate the need for resubmissions where the assessment is carried out over an extended period.

- *“should take place as soon as possible after the assessment has been completed.”*

It is not appropriate to give students a weekend to correct a “minor error” at home where authenticity cannot be checked.

- *“can be offered where the teacher judges the student should be capable of discovering and correcting the minor error by themselves,” and*  
*“Teachers must ensure that the student’s work is authentic, by only giving non-specific feedback and taking care not to over-direct them.”*

In this instance, it is appropriate for the assessor to give the student the exemplar and ask them to check their work against the exemplar. However, it is not appropriate to specify where the student has missed a nuanced part of the question, for example, that they have not addressed *“societal influence on others.”* A good milestone check would ordinarily pick up such an oversight. If the student cannot identify the minor error themselves, a Further Assessment Opportunity with further teaching could be offered.

Heads of Faculty can strengthen this practice by monitoring resubmission decisions in their learning areas to ensure that the correct process is followed and that resubmissions are managed appropriately and equitably.

## **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 Candidates 2023)*

The school’s quality assurance practices are generally sound, ensuring credible results are reported to NZQA. Heads of Faculty buddy up with another Head of Faculty to share best practice using the school’s “Critical Friend Quality Assurance Checklist.” This good practice helps ensure a common understanding of internal and external moderation requirements and an awareness of NZQA’s current requirements with regard to the quality assurance of derived grades.

**Clarify number and type of pieces of student work required for internal moderation** Although interviews with Heads of Faculty revealed a mostly common understanding of NZQA’s requirements, some aspects are yet to be fully embedded across all middle leadership. These include:

- selecting sufficient samples of student work to NZQA requirements, and
- selecting these pieces from around grade boundaries.

There is no prescribed number of pieces required, but the sample size should reflect the assessor’s familiarity, confidence and experience with the standard. Assessors need to be mindful of the workload for grade verifiers. Where more pieces of work are verified than would normally be required, there ought to be a valid reason for doing so, such as, the professional learning component.

**Developing effective processes for monitoring of internal moderation** Even though the school's internal moderation is moving online to be completed within the Student Management System, the Principal's Nominee and faculty leaders will still need to check:

- that the grade verifier is a subject expert, with recent, successful experience with the standard
- that a subject with a poor external moderation history considers a change of verifier
- that verification discussions are recorded on the internal moderation cover sheet to inform future assessment of the standard
- that the verifier's grade and final grade are recorded on the cover sheet
- that there is a discussion where an assessor chooses not to agree with the verifier and reports a different result.

To improve the overall quality of moderation, faculty and/or department leaders can provide the first pair of eyes and monitor their internal moderation as suggested above, with the Principal's Nominee, providing a second pair of eyes before confirming that grades can be sent to NZQA.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Karamū High School has effective processes and procedures for meeting the assessment needs of their 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 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 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 expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted 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.

**Karamū High School has effective processes and procedures for:**

- managing missed or late 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**

**Karamū High School has effective processes and procedures for managing internal moderation by:**

- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

**Karamū High School has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are available for submission by being adequately stored
- monitoring and documenting actions taken to address external moderation feedback
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

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

**Karamū High 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
- 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.

**Karamū High 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
- 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 families about assessment**

### **Karamū High School has effective processes and procedures for:**

- 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
- celebrating students' success, such as the holding of parent gatherings, Pō Whakanui, special assemblies, issuing certificates and awards and reporting success through social media, email and school newsletters.

### **Karamū High School assists common understanding of assessment practice by:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- 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 Karamū 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.

### 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 Candidates 2023*.

### 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
- Heads of Faculty Checklist for Quality Assurance
- Karamū High School NZQCF Policy for Teachers 2023 (Staff Handbook)
- Karamū High School Senior Assessment procedures for NCEA for parents and Students 2023 (Student Handbook)
- School Charter, Strategic Plan and Annual Plan for Karamū High School 2023.

### **The School Relationship Manager met with:**

- the Principal's Nominee/Deputy Principal – Curriculum/Assessment
- Heads and Assistant Heads of Faculty for:
  - Mathematics
  - Media Studies
  - Music
  - Performing Arts
  - Physical Education/Health
  - Social Sciences
- 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.