

# Managing National Assessment Report

## Kuranui College

August 2019

## What this report is about

This report summarises NZQA's review of how effectively Kuranui 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 2019* (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
- *Kuranui College School Assessment Policies and Procedures Staff Handbook 2019*
- *National Administration Guideline 1 [NAG 1] Curriculum* (Board of Trustees Policies)
- *NCEA Student Assessment Booklet 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Team Leaders for:
  - Learning Support
  - Science
  - Social Sciences
  - Technology
- 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

## Kuranui College

23 August 2019

### 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 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 2018.

### What the school is doing well

Kuranui College is focused on providing varied, appropriate, relevant and credible achievement opportunities and assessment programmes that prepare students for their future. A large number of students are on individualised learning plans that maximise opportunities for success, meet their needs and help support them to realise pathway goals.

Teachers interviewed described a range of responsive and personalised assessment practices. These include offering multi-level courses, using relevant contexts, assessing when ready and supporting students to access special assessment conditions. The use of outside providers allows the school to offer a range of vocational pathway opportunities.

Effective internal and external moderation practices are evident. The process is well managed by staff and effectively monitored by senior and middle managers. Moderation processes are valued as a source of professional dialogue and learning. This assures the credibility of student results within the school.

Sound data management ensures that student information, entries and results are reported to NZQA as required. Students are supported to check the accuracy of this data and use it to track their own progress towards meeting academic or vocational goals. Analysis of data supports student achievement outcomes, helps teachers to evaluate assessment programmes, and identifies those at risk of not meeting qualification requirements.

There is a shared understanding of the school and NZQA requirements. Communications are up to date and fit for purpose. A range of physical and digital material as well as various meetings involving teachers, students and whānau, provide accessible and appropriate information on qualifications that effectively inform the school community about assessment processes.

The experienced Principal's Nominee, supported by the Principal, provides effective management of NCEA assessment practices.

### **Areas for improvement**

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

23 October 2019

**NZQA**

**0800 697 296**

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

# 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 30 June – 1 July 2015 Managing National Assessment Report

The school has addressed the six agreed items from the previous report. The Principal's Nominee commented that the previous Managing National Assessment report served as a basis from which to start review into assessment processes within the school.

**Response to external moderation outcomes** External moderation is welcomed by teachers as additional feedback to their assessment judgements. Teachers access the external moderation online application and prepare material for submission. The Principal's Nominee makes the final submission of material and informs teachers when moderator reports become available. Where consistency issues are identified, a meeting is held with the relevant Team Leader, and a response is required. The Principal's Nominee keeps note of responses and checks satisfactory completion of any action items made to address the issues.

Feedback from external moderation can provide confirmation of the effectiveness of internal moderation. The school is encouraged to consider strengthening its response process by reflecting on internal moderation, particularly in areas where issues have been identified. This reflection could include reviewing the extent to which the strategic selection of samples is understood and implemented. It could also include a review of the verifier used, such as ensuring they are a subject expert with recent standard-specific experience and considering if a change of verifier is warranted. It is good practice in areas where the same verifier has been used successfully for several years, to consider varying the professional assistance occasionally to ensure there is an objective view and that assessors remain aware, and maintain understanding, of the standard. Extending the external moderation response process will support robust internal moderation practice and maintain the assessor's understanding.

### 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)*

Kuranui College demonstrates school-wide consistency of NCEA processes that ensure results reported to NZQA are credible. Experienced leadership, shared ownership of assessment procedures and self-review provide confidence that any concerns relating to assessment practices will be identified and addressed.

Regular meetings held at all levels of the school support assessment consistency, develop collaboration and help drive self-review. These include Team Leaders liaising with their Senior Leader Line Manager, Team Leader Administrative and Strategic meetings, department, and staff meetings. These meetings provide a forum to reflect, review and plan.

Recent areas of focus have included:

- unpacking the purpose and requirements of different aspects of internal moderation
- clarifying further assessment opportunity and resubmission processes
- managing student entries and publishing results through teacher markbooks
- supporting teachers to consider and collect evidence of achievement in a range of ways.

The experienced Principal's Nominee provides effective leadership of assessment processes. She is supporting the development of teacher understanding and capacity including through delegating mark book responsibility. Team Leaders interviewed noted that this has enabled them to be more proactive within their department areas in having oversight and greater visibility to assist other teachers, as necessary. Each year a Team Leader attends the NZQA Managing National Assessment Seminar alongside the Principal's Nominee as another way to develop shared ownership within the school.

The school's website states that its curriculum continues to evolve to meet the learning needs of their young people and prepare them for a future that is unpredictable. This is informed by the ongoing self-review evident throughout the school, that works to identify and then action areas for improvement in assessment practice and procedure.

In 2018 the school introduced IGNITE curriculum into the junior school. Years 9 and 10 are combined and students choose from a range of courses over the two years covering all curriculum areas. The school is planning to extend IGNITE into the senior school to link with the already established junior programme. Key ideas of this will include:

- semester courses
- contextualised programmes focused on learning with assessment falling out of this
- flexible assessment practices linked to the level of students rather than fixed for a year level
- increased mentoring time.

Student voice is part of school review. For example, while the school is participating in digital exams across a number of curriculum area, the extent of its future involvement will be governed by students. It is planned that students will have the say on their involvement meaning it is likely to be an evolutionary process rather than a mandated change.

### **For consideration**

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

- reviewing internal moderation processes when responding to external moderation feedback.

## 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 2019 5.5)*

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

- supporting students requiring special assessment conditions by:
  - using school-based testing to reduce the potential financial and availability barrier of requiring professional reports
  - making applications appropriately
  - communicating entitlements clearly to teachers and parents
  - training teacher aides to assist and support
- differentiating and individualising assessment programmes including:
  - assessing students when ready by offering flexible timeframes where manageable and appropriate
  - providing multilevel courses
  - co-designing individualised learning plans that give each student their best opportunity to achieve
  - adapting and reviewing the structure of courses including the mix of achievement/unit standards and internal/external standards
  - offering work and study skills numeracy and literacy standards for students identified as requiring additional support
  - providing students with the opportunity to design an individual assessment programme by selecting from a menu of standards within a course
- encouraging teachers to accept, and supporting students to present, evidence of achievement in a range of forms
- tracking student career aspirations to ensure programmes lead towards appropriate pathways
- adapting assessments to make use of relevant learning contexts
- extending assessment opportunities by using external providers to deliver:
  - courses the school is unable to offer
  - assessment against individual standards related to career pathways.

### **Kuranui College has effective processes and procedures for:**

- supporting the delivery of NZQA external examinations and reviewing practice to identify improvements such as:
  - using smaller rooms to provide a better environment for school examinations
  - having more formalised expectations for the Mathematics Common Assessment Task (MCAT) and school derived grade examinations



- holding school examinations twice in the year to help lessen student anxiety
- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work
- monitoring the authenticity of student work submitted for assessment by using suitable strategies, including digital tools, during the assessment and marking process
- building a common understanding, and reinforcing expectations for resubmission and further assessment opportunities
- managing missed and late assessment.

**Addressing equity for Māori and Pacific students** The school is continuing to review and work towards implementing strategies aimed at improving equity. These include:

- successfully applying for a STEM Teacher Led Innovation Fund project for 2020 to develop skills and knowledge in the Digital Technologies curriculum
- working with the local Community of Learning to focus on student engagement and the use of technology
- reviewing streaming and prerequisites within the senior school to improve equity in participation and expectations across the curriculum.

Senior Management have noted the lower achievement in STEM subjects at Year 13 for Māori and Pacific students than for students of other ethnicities.

#### **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 for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)*

### **Kuranui College has effective processes and procedures for managing internal moderation by:**

- ensuring all assessment materials are critiqued prior to use
- engaging with suitably qualified subject specialists from within and outside the school to verify grades on a purposefully selected sample of student work
- adapting the NZQA *Internal Moderation Cover Sheet* to produce a school specific example that reinforces with teachers the difference between critiquing and verification, and encourages the timely analysis of student achievement
- documenting the process on an *Internal Moderation Cover Sheet* either hardcopy or online
- Team Leaders monitoring completion for all standards where results are reported to NZQA and the Principal's Nominee checking the effectiveness of the internal moderation process undertaken.

### **Kuranui College has effective processes and procedures for managing external moderation by:**

- encouraging meaningful feedback and staff ownership of the processes by having teachers suggest appropriate standards to be considered for inclusion in the moderation plan
- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by managing and reviewing the storage of assessment evidence for both digital and hard sources of evidence
- submitting material to NZQA throughout the year as appropriate, to support teachers in the timely review of standards within their assessment programmes
- digitally submitting around half of the selected samples of student work for external moderation
- reviewing processes to improve systems such as
- attending Industry Training Organisation cluster days and ensuring moderation follow up is in the same manner as NZQA standards.

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

### **Kuranui College effectively uses assessment-related data to support achievement outcomes for students by:**

- tracking and monitoring individual student progress towards achieving NCEA qualifications and future pathways
- identifying students at risk of not achieving their achievement goals and negotiating programme changes as appropriate
- having the Mentor Group teacher as the one key contact for students and whānau to support the tracking of achievement, checking the accuracy of data and managing programmes
- teachers analysing the results of internally assessed standards throughout the year and recording this analysis on the *Internal Moderation Cover Sheet* to ensure timely review, meaningful reflection and inform adaption of programmes as required.

### **Kuranui College reports accurate achievement data by:**

- submitting results to NZQA on a timely and regular basis
- using the Key Indicators to identify and resolve data submission errors
- using Mentor Group teachers to encourage and support students to use the NZQA Learner Login and student management system portal to check results
- encouraging students to check the accuracy of results through NCEA noticeboard updates
- developing ownership by staff to manage their own mark books including checking that all grades and entries are accurate
- requiring all student entries to be completed at the beginning of the year then centralising any removal of entries through the Principal's Nominee.

**Reporting Unexpected Event Grades to NZQA** Schools are required to submit quality assured grades for all externally assessed standards prior to the start of the external examinations in case they are required for an unexpected event that prevents a group of students attending or completing an examination. The school has processes to collect grades through practice examinations in Term 2 and 3. However, in 2018 only nine percent of grades were provided to NZQA. Ensuring grades are submitted means that they are immediately available if NZQA is required to activate the unexpected event grade process because of an unforeseen event. This ensures that students will receive a result if required.

### **For consideration**

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

- reviewing systems to ensure all appropriate and available grades are submitted to NZQA for use in an unexpected event.

## 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))*

### **Kuranui College has effective processes and procedures for:**

- using the student management system to provide students with consistent course outlines and relevant assessment information for all their courses
- annually reviewing the accuracy, relevance and communication means of all information provided to students, teachers and caregivers
- using Team Leader Administration and staff meetings to unpack and discuss any areas of concern around NCEA and reinforce upcoming deadline expectations.

### **Kuranui College assists common understanding of assessment practice by:**

- ensuring relevant NZQA updates are circulated to NCEA teachers and discussed as necessary
- supporting teachers new to the school to understand assessment expectations
- running an NCEA information, and an NCEA and the whānau evening for families
- ensuring information on assessment procedures and courses is current and available online for teachers, students and whānau
- discussing with students what they need to achieve in order to gain a qualification through Mentor Groups and reinforcing NCEA requirements and procedures through focused assemblies.
- informing teachers about assessment best practice and providing opportunities to discuss changes.

**Effective communications support common understanding** Assessment handbooks, regular meetings, and clear communication encourage consistent school wide NCEA practice. The staff policies and procedures handbook is a living document that is updated regularly throughout the year as required. It is available online which means it is readily accessible by all staff and ensures version control. Handbooks written in language appropriate to students are also accessible online. Additional hardcopy handbooks are always available at parents evening and at the main office.

### **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.