

# **Managing National Assessment Report**

## **Kuranui College**

**May 2023**

## **FINDINGS OF THIS REVIEW**

### **Kuranui College**

**3 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.

#### **Actions and Considerations**

##### **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:

- Developing strategies to support students to register and use their learner login
- Encouraging staff to consider entering students in digital external assessments in preparation for the “*digital first*” approach in Level 1 from 2024.

##### **No action required**

The school has no action items relating to the quality of their assessment systems.



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23 June 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 23 August 2019 Managing National Assessment Report**

There were no agreed action items for this MNA.

**External moderation response to outcomes and processes** Recent external moderation outcomes show that the school's quality assurance processes can continue to be strengthened by the Principal Nominee. External moderation outcomes are addressed by Team Leaders preparing an action plan to resolve issues. The Principal's Nominee evaluates the effectiveness of these interventions. In 2022, most assessor decisions were consistent with the standard and met NZQA's external moderation requirements.

To ensure that staff are making the most of external moderation feedback the Principals Nominee should consider encouraging teachers to use the function in the moderation application to query reports where they feel they would like further clarification or feedback.

### 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)*

The school is developing a culture of self-review to best meet the needs of students, and support opportunities for achievement. The Principal's Nominee, working with the senior leadership team, is effectively leading changes to assessment and building the capability of teachers to take ownership of their assessment practice.

The school have effective processes to ensure programme planning and pathways effectively provide authentic learning and assessment opportunities to meet the needs of their students. Assessment opportunities and practices are co-constructed by staff and students. A broader school curriculum has been developed that provides a wider range of courses, and increased assessment activities based around student ability levels and interests.

Self-review continues to be embedded, culturally responsive and effective, to support high levels of student engagement and attainment. Thorough analysis and use of data allow the school to respond effectively to identified issues, develop, and monitor progress towards strategic goals, and improve outcomes for students.

## 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 2022 6-11)*

**Creating a common understanding of assessment practice** The Principal's Nominee provides teachers with information about assessment changes and best practice, and gives them the opportunity to discuss changes in school or NZQA requirements at staff, faculty, and curriculum meetings.

**Special assessment conditions are effectively managed** The school continues to effectively manage all Special Assessment Conditions (SAC) processes. Students that may be entitled to use these conditions to remove barriers to achievement are identified early, and appropriate and timely applications are made for them. Staff interviewed were well informed of which students had special assessment conditions, what the condition are, and how the support they are entitled to can be obtained.

**A consistent understanding of derived grade processes** Team Leaders were consistent in their understanding of school processes and NZQA expectations for assessment evidence that may be used for a derived grade. All Team Leaders described using appropriate material for assessment to generate evidence for a derived and unexpected event grade. Where more than one teacher taught a subject grade verification was used to verify assessment decisions. Although recent reporting of these grades to NZQA has been about 30 percent of the school's external entries, the Principal's Nominee is working to ensure that where possible, all results will be entered in a timely manner to ensure their readiness for use in the event of a Derived Grade being needed.

**Encourage students to register and use their NZQA Learner Login** In January 2023 only 48 per cent of senior students had registered for their NZQA Learner Login. While current students can see their results through the online portal to the school's student management system, it is through their Learner Login that students can check the accuracy of their entries and the results reported to NZQA, order copies of their qualification certificates, request reviews or reconsiderations of external examination papers and print an official copy of their Record of Achievement.

**Consider entering students in digital external assessments** With the implementation of NCEA Level 1 in 2024, external assessment will have a digital first approach. By engaging in digital examinations, the school will be able to create processes that support future assessment opportunities for students. A small number of students have previously participated in digital external examinations with success, and this provides some confidence in the school's systems to manage these assessments.

## **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 2023 11a)*

The school have effective processes for responding to external moderation. The Principal's Nominee reads each report and annotates the changes required. Teachers provide a written report to her and to their Team Leaders. Where necessary an action plan is developed, monitored and completion signed off in a timely manner.

Digital submission of moderation has continued to increase, allowing more timely feedback of the quality of the assessor judgements and assessment task from external moderators.

**Documentation and monitoring of internal moderation** Clear and comprehensive records of internal moderation are kept within departments and

checked by the Principal's Nominee on a regular basis. Verification records are referred to in department meetings, to address any areas of concern before future assessments. Documentation is kept within department digital or physical files to which the Principal's Nominee has access. Teachers retain exemplars of student work to illustrate verification discussion points and support future assessor judgements.

## **Appendix 1: Effective Practice**

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

**Kuranui College 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
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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 / ākongā needs
- ensuring teachers / kaiako 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.

**Kuranui College 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**

**Kuranui 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 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 / ākongā 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.

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

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

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

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

- monitoring and tracking student / ākongā 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 / ākongā 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.

**Kuranui 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

### **Kuranui 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 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' / ākonga 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' / ākonga success, [such as the holding of parent gatherings].

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

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- 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 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 / 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 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
- 2023 BOT Assessment Policy – Kuranui College
- 2023 Assessment Policy and Procedures – Kuranui College
- 2023 NCEA Student & Parent Caregivers Information – Kuranui College

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

- the Principal's Nominee
- Team Leaders for:
  - English
  - Performing Arts
  - PE & Health
  - Science
  - Social Science
  - Technology
- three students / ākonga.

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.