

# **Managing National Assessment Report**

## **Karamea Area School**

**July 2023**

# FINDINGS OF THIS REVIEW

## Karamea Area School

27 July 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 2021.

### Actions and considerations

#### Agreed actions

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
<b>External and internal review</b>	
Document and monitor the completion of action plans in response to external moderation.	By the end of 2023

#### For consideration

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

- sharing external moderation feedback with external verifiers, to support assessor judgements at each school
- scheduling checks of student entries and results so that data errors are resolved as soon as possible.

A. J. Picken

Amanda Picken  
Manager  
School Quality Assurance and Liaison

22 August 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)*

#### **Action Items from 27 September 2018 Managing National Assessment Report**

The 2018 review required the school to introduce a clear and consistent process to address issues identified in external moderation feedback. Although this action has not yet been completed, the new leadership team is well placed to complete it as detailed below before the end of 2023.

The school now has a system in place to ensure that all internal entries have results reported to NZQA, allowing for more accurate reporting and tracking of student progress.

**External moderation response to outcomes and processes** The school's usual practice of reflecting on external moderation feedback has faltered during the disruption of the last few years due to internal staffing changes, a significant building project and network upgrade and the Covid-19 pandemic. The new Principal's Nominee and Assistant Principal's Nominee have spent the last six months putting systems in place to ensure that school processes can be maintained and updated more consistently.

The school needs to ensure that the steps taken in response to external moderation are documented; including reflections on moderator grades and comments, action plans formed to address any issues, actions completed within agreed timeframes, and evaluations of their effectiveness in improving assessor judgements. Feedback from external moderation should be used to review and enhance the school's internal quality assurance procedures. Appropriate actions may involve teachers in accessing NZQA's assessor resources and their own professional networks, using new verifiers, and addressing as a whole staff, any issues that are relevant to more than one standard.

External moderation feedback indicates that most assessor judgements are consistent with the standard. The small number of entries in each standard means that judgements are often made on only one or very few samples of student work. A shared approach to reviewing moderator feedback would assist teachers to share the benefits of the feedback even when the standard is no longer being assessed or small numbers make analysis more challenging. The school could also consider sharing the external moderator feedback with their existing external verifiers, to support teachers' understanding of the standard at each school.

### 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)*

Karamea Area School has undergone significant changes since the previous Managing National Assessment review. A new leadership team has developed systems for assessment and moderation, and the advent of new buildings has contributed to reviews of pedagogy and curriculum. The school's few secondary teachers have continued to work together to develop coherent courses that meet the needs of their students.

**Effective leadership supports school-wide review processes** Credible assessment in the school is enabled by effective senior leaders and by the ownership that each teacher takes of their own courses and assessment practices. The senior syndicate meets fortnightly as a group and more frequently on an informal basis to discuss matters relating to their senior students. The small number of senior students means that teachers are accustomed to adapting programmes to meet individual and cohort needs and reviewing student programmes holistically. An annual report and analysis of NCEA programmes is prepared for the Board of Trustees by the Principal's Nominee and supported by reports completed by teachers with management responsibilities at midyear and end of year. Any changes to assessment policies are discussed with the whole staff and communicated effectively in person and in writing.

**Digital systems that support ongoing improvement** The Principal's Nominee has introduced systems to enhance data tracking and documentation. Teachers appreciate the digital approach that ensures that all assessment information and student work is now adequately stored and readily available. This will help prevent the recurrence of the school's previous issues with monitoring entries and submitting materials for external moderation as well as supporting consistent practice through staffing changes. The close working relationship between the Principal's Nominee and his Assistant is also effective practice that will support the school to maintain consistent systems through the changes of the next few years.

**Preparation for NCEA Change** Karamea Area School has taken effective steps to support the implementation of the NCEA Change Programme in 2024. The school has begun entering students in digital external assessments, including the literacy and numeracy common assessment activities. Both teachers and students have found these to be positive experiences. Teachers' ongoing review of student programmes includes the extent to which students engage in vocational courses outside the school, and their planning for the introduction of new achievement standards therefore includes finding the correct balance of achievement and unit standard assessment for each student.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

The small group of secondary students working towards NCEA qualifications is well catered for by a mix of school courses, remote learning, Gateway and polytechnic courses. Students' learning and assessment programmes are routinely individualised to meet their learning and pathway needs. Few students in the community proceed directly to tertiary education yet the school keeps this option open for them. The school has introduced a financial capability course in 2023 in response to identified learning needs for its students and expose them to skills that will be relevant to a range of pathways. Initial evaluations of this course by both teachers and students are very positive.

**Effective use of the flexibility of NCEA to cater for student needs** The school's provision of differentiated assessment programmes for students includes the means by which evidence for assessment is collected. Students have digital devices that allow them to either type or use speech to text, and they also complete their work by hand, verbally or visually if preferred. With many students attending Karamea Area

School for their entire schooling, teachers are well placed to identify their particular needs and provide a range of supports including special assessment conditions. The school's protocols around the flexible management of assessment due dates allows for individual circumstances with students' learning assessed when they are ready.

**Improving data accuracy** The school could consider scheduling more frequent checks of its entry and results data to assist with resolving any errors as soon as possible. Teachers and senior leaders are in the process of learning how to use a new student management system and making data submissions to NZQA. The Principal's Nominee and Assistant Principal's Nominee are working together to ensure that their data is accurate and up to date. Checking entries, results and error reports every couple of weeks would assist with accuracy and with ongoing analysis of courses and student progress.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

Karamea Area School's effective internal moderation processes ensure that every internal assessment is subject to quality assurance before results are reported to NZQA. All documentation is retained by the Principal's Nominee and is readily accessible to all teachers in a digital file. The Principal's Nominee enters the grades for each student and course when they are ready, giving him clear oversight of the completion of the process and verification comments that are discussed with teachers as needed.

Critiquing and verification relationships provide effective support for assessor judgements as well as ongoing professional learning opportunities for teachers. As all teachers at Karamea School are sole practitioners for their subjects, they ensure that each internal assessment is moderated outside the school. It is common for all samples of student work for a standard to be externally verified – and externally moderated – due to the small number of results. Teachers are supported to attend moderation meetings in person where this is possible.

## **Appendix 1: Effective Practice**

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

**Karamea Area School has effective processes and procedures for meeting the assessment needs of its students by:**

- designing coherent programmes of learning and assessment that are focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- using 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
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Karamea Area School 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**

**Karamea Area School 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 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.

**Karamea Area School has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements

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

**Karamea Area 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.

**Karamea Area 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
- 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**

### **Karamea Area School 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
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes.

### **Karamea Area School assists common understanding of assessment practice by:**

- communicating assessment information
- 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 Karamea Area 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
- *Karamea Area School Staff Assessment procedures, 2023*
- *Karamea Area School Student Assessment procedures, 2023.*

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

- the Principal's Nominee
- the Assistant Principal's Nominee and English teacher
- Teachers of:
  - Visual Art and Financial Literacy
  - Mathematics and Technology
  - Science
- three students.

There was a report-back session with the Principal, Principal's Nominee and Assistant 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.