Managing National Assessment Report

Kaikōura High School

October 2022

FINDINGS OF THIS REVIEW

Kaikōura High School

20 October 2022

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 2021*.

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

Agreed actions

The school agreed that these actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Continue improving external moderation follow-up actions to ensure issues are effectively resolved.	To support the 2023 round of external moderation.
Credible assessment practice to meet student needs	
Report a result for all internal entries, or withdraw the entry, as appropriate.	Continually, to be completed by 1 December data file.
Internal moderation to ensure the reporting of credible results	
Formally reconcile and document completed internal moderation processes to ensure only quality assured results are reported to NZQA.	Immediate /current year.

For consideration

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

- further encourage students to register for and use their student/learner logins to give them access to the range of functions available.

Kay Wilson
Manager
School Quality Assurance and Liaison

9 December 2022

NZQA

0800 697 296

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 1 August 2019 Managing National Assessment Report
The action item from the previous review has been addressed. Where the size of the sample is sufficient to require a selection, the school selects student work for external moderation to NZQA requirements.

External moderation processes and response to outcomes   The school can strengthen the level of response to external moderation outcomes in those subjects with a pattern of variable or low rates of consistency. To achieve improvement, the Principal's Nominee plans to formally monitor and document the completion and effectiveness of action plans developed by teachers to address identified issues. Senior leaders will evaluate the impact of actions for expected improvements and to inform future strategies. The school will provide professional learning for teachers as required, including through networking with colleagues in other schools.

NZQA recommended and the school agreed that these subjects re-evaluate the grade verification process, including the strategic samples of student work and selection of verifiers, to improve the quality of the feedback provided.

Assessor judgements are consistent with the standard in many subjects. The Principal's Nominee reviews each external moderation report and discusses with curriculum leaders any concerns that have been identified. Teachers reflect on moderation feedback and undertake actions to resolve identified issues, including changes to assessment tasks. Where appropriate, teachers should be encouraged to query and appeal external moderation outcomes to clarify the standard or grade boundaries.

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)

Kaikōura High School's self-review effectively focuses on a school-wide responsibility to meet students' individual needs to support their achievement. The school continues to refine their approach to strengthen student engagement, programme pathways, and credible assessment. Data analysis, and student, staff and whānau voice are used to evaluate the outcomes of changes and inform strategic direction.

The Principal's Nominee, new to the role in 2020, effectively leads and shares with teachers accountability for NCEA assessment practice and quality assurance, to promote collective ownership. He is well supported by senior leaders, and the staff.

School-wide focus on meeting student needs   Since the last review the school has continued to utilise the flexibility of the NCEA model to effectively respond to students' needs, including during the disruptions to teaching and assessment due to Covid-19. Teachers have designed courses, tailored their practice, and gathered

assessment evidence to engage students in assessment opportunities, to support their achievement goals.

The number of assessments offered have been reduced to support students' well-being, in setting achievable goals and managing workload, and increasing quality teaching and learning. Students are assessed when ready, as appropriate to provide them with the opportunity to present their best assessment evidence. The school aims to provide coherent programmes of learning in addressing student need, offering a wide range of academic and vocational subjects, including utilising community resources. Teachers co-construct teaching and assessment programmes with students at the start of the year and make adjustments throughout the year as needed. They tailor standards, contexts and assessment modes to individual abilities, aspirations, and qualification goals, as well as those of the wider class. Teachers compose courses with a mix of achievement and unit standards, and internal and external assessment as appropriate.

As a strategic goal the school is focusing on culturally responsive practices to engage and support Māori student achievement. The approach is based on valuing te Ao Māori and tikanga principles, and a commitment to strengthening connections with whānau. The whānau form teacher supports both students and their parents to navigate the NCEA landscape. Cultural contexts are used in the delivery of content and assessment practice. The evidence of the success of this approach is the growth in Māori student achievement over the past 5 years at Level 2 and 3, and in the attainment of University Entrance, matching or exceeding the performance of their peers.

Preparation for delivery of the NCEA Change Programme   The school recognises the need to be ready for the digital first approach of the NCEA Change Programme. To support the transition to the changed qualification, the school is offering some digital exams. They have identified that the use of the NZQA digital platform will support students' familiarity with digital external assessments and test the school's IT infrastructure, with time to resolve any issues that arise.

Teachers use the principles of Universal Design for Learning in their approach to teaching and design and delivery of assessment tasks. This will support their ability to develop and implement the new standards.

Similarly senior teachers are evaluating the best approach to support students to develop skills and competencies for the Literacy and Numeracy co-requisites. The school should consider involvement in the transition year of Te Reo Matatini me te Pāngarau | Literacy and Numeracy co-requisites to assist the school to understand what student readiness looks like and to build teacher confidence in running assessments on the digital platform. Literacy and numeracy achievement is a strategic focus of the school, and this requirement of the qualification is actively targeted to support the attainment of qualifications.

Kaikōura High School has the leadership and capability to effectively review its processes to respond to students' learning and assessment needs and ensure credible assessment practice and quality assurance systems. Senior leadership can have confidence that when assessment issues are identified, the school has the people and processes to resolve these.

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 2021 5.1 – 5.7)

Support for students to achieve   Quality learning relationships across the school create a community of high expectations, reciprocal respect, and collaboration. Teachers use their thorough knowledge of the educational needs, interests, and future career goals of each student to actively guide and support them.

Student achievement at all levels is discussed at regular staff meetings. When students are challenged in their learning or are not meeting their potential, appropriate strategies are developed to support the student by subject and form teachers, Deans, or senior leaders, as appropriate, and caregivers are informed.

Clear communication enhances school-wide understanding of assessment practice   The school has focussed on effective communication of assessment information, to ensure consistency and understanding of assessment practice and the NCEA model.

The Principal's Nominee effectively leads and regularly communicates school assessment policy and NZQA processes to teachers. He provides clear expectations, clarifies changes of procedures, and promotes responsibility for credible assessment practice at all levels of the school. A recent example of this approach is reinforcing the intent and requirements of each of the steps in the internal moderation process. Assessment best practice is developed through discussion at Head of Curriculum meetings who then lead discussion with teachers within the context of their own subject area. Frequent use of digital and face-to-face communication ensure assessment information is available and clear to all staff.

Students interviewed clearly articulated the school assessment practices and NCEA procedures, and what is needed to gain a qualification. They understand school processes such as resubmission, authenticity, appeals, moderation, and derived grades. Students acknowledged the support provided from their form and subject teachers, Deans, and the senior leadership team, which enabled them to demonstrate their best achievement. This collective approach shows communications and support of students is effective.

Remove internal entries for students with no result   The school should report a result for all internal assessment entries in the student management system by 1 December, to ensure that student assessment records are accurate. If a student has not submitted work for an assessment, a Not Achieved grade should be reported. Where there is no result because there has not been an adequate assessment opportunity, the entry should be withdrawn.

A number of entries have been reported without a result over the past three years, across many subjects. This may provide an inaccurate view of possible student achievement if tracking of progress includes those entries for which no results are ultimately reported.

Encourage students to register for and use their NZQA Student/Learner logins   The Principal's Nominee encourages students to use their NZQA Student/Learner logins to check their entries and results and to access the other

available functions. The school could consider further strategies to make sure that all students have accessed their logins and can therefore use all the functions available, including access to digital examinations, completed examination scripts, reviews and reconsiderations and their Record of Achievement. Many students are currently using the school's Student Management System to monitor their progress towards qualifications.

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 2021 6.4b)

Monitoring of internal moderation requires strengthening A check of internal moderation processes is needed to provide a transparent account of moderation effectiveness and issues to address, where identified.

The process to monitor internal moderation by senior leadership needs to be formally applied and documented to confirm all standards assessed are subject to the school's quality assurance processes prior to reporting grades. This will provide teachers with clear expectations and clarification of the school's internal moderation requirements, and where issues are identified, a resolution to improve practice actioned.

The Principal's Nominee informally monitors internal moderation practices through discussion with Curriculum Area Leaders. He intends to annually audit internal moderation processes for all subject areas by reconciling the completed cover sheet with student work and assessment materials for a random sample of standards. The school currently uses a digital platform to store assessment materials and is investigating using the student management system to systematically document the full sequence of internal moderation processes.

A robust monitoring system will enhance school-wide consistent practice and provide senior leadership with the confidence that all reported results are quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Kaikōura 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 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 needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Kaikōura High 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

Kaikōura High 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.

Kaikōura 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
- selecting sufficient samples of student work to NZQA requirements
- responding to external moderation outcomes and providing support for assessors where appropriate.

Effective management and use of assessment-related data

Kaikōura 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Kaikōura 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
- ensuring low levels of late external entries
- 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 / whānau about assessment

Kaikōura 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

- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes

- celebrating students' success, such as the holding of parent gatherings.

Kaikōura High School assists common understanding of assessment practice by:

- 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 Kaikōura 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 / 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 2021* (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 2022* (Assessment Rules).

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
- *Assessment Procedures, Kaikōura High School* (Staff Handbook)
- *Assessment Procedures, Student Information 2022, Kaikōura High School* (Student Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Head of Department for:
    - Social Sciences
- Teacher of:
    - English
    - Geography/Tourism
    - History
    - Rural/Science
- three students.

There was a report-back session with the 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.