

Managing National Assessment Report

Kaiapoi High School

August 2022

FINDINGS OF THIS REVIEW

Kaiapoi High School

10 August 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 highly 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 this action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
In subject areas with an historic pattern of external moderation outcomes inconsistent with the standard, ensure actions resolve the identified issue.	To support the 2023 round of external moderation.



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18 October 2022

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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 28 September 2018 Managing National Assessment Report
Kaiapoi High School has addressed the significant issue and action items identified in the last Managing National Assessment report.

Senior leadership is effectively monitoring internal moderation processes to ensure that only results that have been subject to quality assurance are reported to NZQA (*Assessment Rules for Schools with Consent to Assess 2017, 6.4b*). This is discussed further in the internal moderation section of this report.

The school addressed the agreed actions through clarifying for teachers that samples of student work for grade verification should be sufficient and purposefully selected. This has the potential to reduce verifier workload without compromising the quality of the assurance process. The Principal's Nominee has established a process to review and update the staff handbook, to ensure information is current and to support consistent assessment practice.

External moderation processes and response to outcomes The Principal's Nominee reviews each external moderation report and discusses with faculty leaders any concerns that have been identified. Teachers reflect on moderation feedback and outcomes of queries and appeals to assist with their understanding of the standard and to inform changes to assessment tasks and grade decisions. Each faculty undertakes actions to resolve identified issues. The Principal's Nominee monitors the completion of these actions and together with senior leaders continues to evaluate the impact of changes for expected improvement, also drawing on the strengthened internal moderation monitoring.

Kaiapoi High School's overall assessor judgements are generally consistent with the standard and the follow-up responses effectively resolve most identified issues. The school and NZQA identified that for external moderation in a small number of subjects a pattern of low rates of consistency with the standard between 2017 and 2022 needs to be rectified. To achieve improvement, the school will focus on strengthening internal moderation processes in these subjects to support teachers to make assessment judgements consistent with the standard. It is recommended that to improve the quality of the feedback provided, these subjects re-evaluate the grade verification process, including the selection of verifiers and the samples of student work. The school will provide professional learning for teachers as required to achieve the desired moderation outcomes.

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)

Self-review is continuous, informed by data analysis and determines the school's strategic direction. It is integral to students' achievement in qualifications.

Self-review is inter-connected and occurs across all levels of the school. Teachers reflect on their teaching and assessment practice and student assessment results.

Faculty leaders review teaching and learning programmes, assessment practices, and analyse student achievement, including progress against school goals, which is annually reported to the Board of Trustees. Assessment and moderation achievement outcomes form a focus of regular discussions between faculty leaders and their senior leadership line manager. These outcomes are evaluated by senior leaders and the Board to inform schoolwide strategic focus.

The Principal's Nominee, new to the role since the last review, is committed to school-wide understanding, consistency, and ownership of NCEA processes. She effectively leads changes to assessment and quality assurance processes, provides teachers with support, and resolves issues to improve current practices. The Principal's Nominee regularly discusses assessment information for staff professional learning at meetings or with individuals. She is well supported in her role by senior leaders, and teachers, who acknowledged the work she has undertaken to streamline processes to meet school and NZQA expectations. The review noted a change of assessment culture with teachers having shifted beyond a compliance focus to articulating the purpose of credible assessment and the need for robust quality assurance systems.

Effective self-review is evident in the school's strategic priorities to support student engagement in learning and assessment and improve achievement outcomes.

Learning and teaching strategy to support student achievement The school has adopted the Structure of Observed Learning Outcomes (SOLO) model to enhance teacher understanding of student learning progression to improve student achievement outcomes. SOLO is a means to address the school-wide strategic goal of raising the levels of Merit and Excellence certificate endorsements, complementing other approaches to learning and engagement. This year teachers have focussed on task development for NCEA standards, including breaking down the assessment criteria, providing a structure for students to scaffold and to present deep learning, and sharing constructive feedback during formative learning and assessment. Teachers explicitly clarify the evidence required for each achievement grade, particularly relevant with the changed resubmission rules. Teachers and senior leaders regularly evaluate the effectiveness of changes resulting from using this learning model.

Targeted Literacy and Numeracy support Another strategic focus of the school is supporting students to develop competencies in literacy and numeracy, including through the assistance of two Kahui Ako teachers. Targeted support is provided across Years 9 -11 to ensure students are well-placed to meet the qualification requirement. Close tracking allows students to be identified early and receive focussed learning. Support is provided for Year 9 groups, while at Year 10 around half the cohort are involved in two-term semesters for each of literacy and numeracy. Year 11 students are offered dedicated literacy and numeracy study groups and courses are differentiated in response to students' needs. Key faculty leaders support colleagues with professional learning.

Evidence of the success of this deliberate approach is the school's literacy and numeracy attainment at Level 1 which are above comparative national and decile rates. Feedback from the current involvement of Year 10 students in the NCEA Change Programme pilot for the Literacy and Numeracy co-requisite will assist the school to understand what student readiness looks like and inform future teaching and learning programmes.

NCEA Change Programme preparation The school has had extensive involvement in digital practice and end-of-year exams and are piloting assessment of a New Zealand Curriculum subject and the Literacy and Numeracy co-requisite. In 2021 about one quarter of exam results were digital. The school has identified their familiarity with NZQA's digital platform will support the digital first approach of the NCEA Change Programme and provide the opportunity to resolve any issues with student access and their IT infrastructure.

The effectiveness of the school to review its processes to deliver credible assessment and respond to students' learning and assessment needs is evident. Senior leaders can be confident that any concerns relating to assessment practices and quality assurance will be identified and addressed.

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)

Special assessment provision well supported Kaiapoi High School's extensive school-wide approach to identify and assess students to support applications for entitlement to special assessment conditions removes barriers to achievement in assessment.

The effectiveness of the school's approach is evident in the high proportion of students using entitlements in comparison to similar schools. Financial barriers are removed by using school-based evidence to support many applications. Staff are well informed of student entitlements and appropriate assistance is provided for internal assessment, and external exams.

Effective tracking and interventions to support student achievement The school uses achievement data effectively to track and provide support for student academic goal and qualification completion. Tutor teachers and Pastoral and Academic Deans review student achievement progress each term, which includes a profile of current and expected grades within courses from teachers. Tutor teachers discuss progress with individual students during the regular Tutor Class times. Students interviewed during the review acknowledged the support provided by their teachers for students to achieve.

Year 11 students identified at risk of not achieving the Level 1 qualification are grouped and receive additional support in the weekly Study Programme. Aligned to the school's strategic target of promoting high attainment, groups of students working towards Merit and Excellence endorsed certificates receive assistance, including support from a designated teacher. Each term the Māori and Pacific Deans hold hui and fono for whānau and offer a dedicated interview evening which includes targeting support for high achievers. The careers advisor guides students on study goals and career pathways, with a particular focus at Year 13 level. The advisor also liaises with teachers if students are not meeting tertiary pre-requisites for their chosen career course. Caregivers receive updates of student attainment each term and Deans meet with parents where student progress is slow or minimal.

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)

Strengthened monitoring of internal moderation Internal moderation is being effectively quality assured by senior leadership. Faculties take responsibility for ensuring completed assessment materials are stored on a dedicated, shared drive accessible to the Principal's Nominee. The Principal's Nominee checks moderation processes, including the moderation cover sheets and student work, and where identified, issues are resolved. This approach reinforces the intent of internal moderation supporting teachers to make assessment judgements consistent with the standard.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Kaiapoi 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 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 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.

Kaiapoi 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

Kaiapoi 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Kaiapoi 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
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Kaiapoi 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.

Kaiapoi 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
- 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

Kaiapoi High School has effective processes and procedures for:

- 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' 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.

Kaiapoi 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 Kaiapoi 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
- *NCEA Staff Handbook, Kaiapoi High School 2022*
- *NCEA Student Handbook, Kaiapoi High School 2022*

The School Relationship Manager met with:

- the Principal's Nominee
- Te Tumuaki Aawhina / Assistant Principal: Akoranga / Curriculum
- Heads of Faculty for:
 - English
 - Health and Physical Education
 - Science
- Assistant Head of Faculty for:
 - Social Sciences
- three students.

There was a report-back session with the Tumuaki / Principal, Te Tumuaki Aawhina / Assistant Principal: Akoranga / Curriculum, Assistant Principal: Ako / Teaching and Learning 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.