

# Managing National Assessment Report

## Kaikorai Valley College

August 2022

# FINDINGS OF THIS REVIEW

## Kaikorai Valley College

19 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.

### Actions and considerations

#### Agreed actions

No Action items.

#### For consideration

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

- continuing with NCEA Change Programme planning to ensure all teachers are fully prepared for the 2024 Level 1 courses being delivered.



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21 October 2022

**NZQA**

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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 October 2018 Managing National Assessment Report** The school has completed the agreed action items from the 2018 report. Supported Learning standards are now used appropriately as per their stated purpose. Student and staff handbooks are up to date and accurate with all current information which helps to ensure consistency of application and understanding of required practice.

**External moderation processes and response to outcomes** External moderation feedback indicates that the majority of the school's assessor decisions are consistent with the standard. The school has an effective process in place to ensure that teachers reflect on moderation reports and create action plans if needed. Teachers are aware that moderation queries and appeals are available when they require feedback or further explanation on areas, they are uncertain about. The teachers are encouraged to use these two functions to seek advice when needed. The Principal's Nominee and Deputy Principal (NCEA Coordinator) monitor the completion of a response to moderation spreadsheet for each externally moderated standard to ensure that any issues are followed up effectively and actions recorded. The intention of this process using a spreadsheet is to highlight and validate submitted work and/or to identify areas in need of improvements that departments will make in response to moderator feedback. The effectiveness of any improvements is further checked at milestones throughout the year, leading to the next round of external moderation. Student work is retained for moderation purposes and also for benchmarking examples.

### 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 has effective processes for reviewing assessment at programme, department, and whole-school levels.

**Senior Management identify issues and strategise for solutions** Senior management identify issues and explore possible improvements to assessment processes and data collection, as well as lead the review processes and direction. School strategic goals, including for assessment practices, are developed from these processes. Heads of Departments work alongside the management team to implement the assessment practice strategic goals.

The Deputy Principal, as the NCEA coordinator, also conducts an evidence-based audit of assessment systems, on a two-year cycle. These audits check the NCEA processes of each learning area, highlighting effective practice and identifying areas needing further development, which are further monitored through milestones throughout the year.

**Department review their own practice** Over recent years, each department head has led core reviews of teaching and assessment practice. These have led to a change in teaching programmes and assessment practices. Starting with the junior

curriculum, they are now turning to what will be needed for the NCEA Change Programme.

Teachers carry out a review after teaching each topic, ensuring that accurate and timely feedback is available to plan the following stages. School-wide feedback is also gathered from student voice surveys and student exit surveys to ensure that programmes are supporting student needs.

**Preparing for the NCEA Change Programme** The school has already started a strategic push to prepare its students for changes to the NCEA including the introduction of the literacy and numeracy co-requisites. Over recent years the junior curriculum has been subject to regular review and evidence-based decisions to ensure that student pathway choice and subject area availability is sufficient to cater to their needs. However, it is also clear that it needs to be able to provide students with every opportunity possible in order to gain a future qualification.

Following department led reviews into teaching practice, in 2022 the college initiated a change in how they deliver the curriculum. Starting with the Year 10 cohort, the college is undergoing a two-semester system which incorporates English and Maths being compulsory, but where students have the chance to select up to four elective subjects in each semester. There are some parameters around what the students can choose, due to timetable constraints, but there is a basis for contextual thematic learning built into the programme. This will be extended to both Years 9 and 10 in 2023.

The school is a Numeracy pilot school and has taken the opportunity this year to include the Year 10 students in this assessment

## **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)*

**Constructing courses to meet individual student needs** Differentiated assessments to cater for individual student strengths is important to Kaikorai Valley College. The school provides its students with the opportunity to be assessed at the right time and at the right level to help maximise student success by designing multiple courses in some of the core subjects. Where possible, teachers tailor contexts and opportunities for assessment to individual students within a course. The school also has multi-level courses running, and courses running outside of the timetable lines. Furthermore, they provide an opportunity for students to change courses throughout the year where it is determined to be of benefit to the student and their pathway goals.

**Robust systems that effectively identify and support students in Learning Support** The School's Learning Support Department identifies students upon enrolment who could be potentially entitled to Special Assessment Conditions (SAC). The process followed has the department carry out learning assessments and apply for SAC entitlements and organise appropriate assistance as required. They also work alongside the Principal's Nominee to organise SAC for NCEA external assessment examinations. When asked, interviewed teachers explained how they are given updates and reminders about SAC student conditions throughout the year

which helps them to plan for appropriate assessment practices that meet the need of all students.

## **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)*

### **Effectively monitoring the completion of internal moderation processes**

Quality assurance is documented on the *Internal Moderation Cover Sheet*, and these are all centrally stored with the Deputy Principal (NCEA coordinator). Departments use subject specialists, panel marking and outside experts to quality assure the tasks and moderate their assessor judgements to ensure they are consistent with the national standard. Heads of Departments store student work themselves for moderation purposes and as benchmarking examples. All other documentation including student grade sign off sheets are stored in the Deputy Principal, NCEA Coordinator's office. The Deputy Principal checks the content of all stored documentation and reconciles it with practice throughout the year and follows up on any missing pieces of information or data when needed. It is the college's intention to continue with this process even if the trend might show there is no longer a need for it.

Moderation processes are accurately outlined in the staff handbook, in a flow diagram so all staff, whether experienced assessors or not, are able to follow and complete their part of the process. The assessment content in the staff handbook is discussed with Heads of Departments at the beginning of the year to help refresh collective understanding of expected practice and provide consistent application of the school's quality assurance process.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

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

- 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 the Numeracy pilot to prepare for future assessment.

**Kaikorai Valley 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

**Kaikorai Valley 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 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.

**Kaikorai Valley College 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 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**

**Kaikorai Valley College 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.

**Kaikorai Valley 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 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 about assessment**

### **Kaikorai Valley 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' 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.

### **Kaikorai Valley College 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 Kaikorai Valley 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.

### 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
- *Staff Procedures Handbook* (Staff Handbook)
- *Assessment for National Qualifications Procedure (BOT Policy document)*.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment (NCEA Coordinator)
- Heads of Department / Teachers in Charge of:
  - Fabrics
  - History
  - Japanese
  - Mathematics
  - Music
  - Physics
- 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. The Principal was not available at the time.