

Managing National Assessment Report

Kaikorai Valley College

October 2018

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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2018* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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
- *Kaikorai Valley College, National Certificate of Educational Achievement and other National Qualifications, Staff Procedures Handbook (updated September 2018)*
- *Kaikorai Valley College, National Certificate of Educational Achievement and other National Qualifications, Student Handbook (updated September 2018)*
- a sample of course outlines for Years 11, 12 and 13
- Powerpoint presentations to students and parents on NCEA and Assessment Procedures.

The School Relationship Manager met with the:

- Principal's Nominee
- Deputy Principal
- Heads of Department for:
 - English
 - English for Speakers of Other Languages (ESOL)
 - Mathematics
 - Science
- Teacher in Charge of Biology
- Teacher of Integrated Studies
- three students.

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

SUMMARY

Kaikorai Valley College

25 October 2018

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2017.

What the school is doing well

Kaikorai Valley College provides assessment programmes for a wide range of students and through its integrated Year 11 programme has developed assessing standards in cross-curricular, real-life contexts.

The school demonstrates the capacity to undertake its own review and evaluation of the effectiveness of their NZQA assessment practices and procedures. They respond appropriately to assessment issues identified by external review. Self-review occurs at senior management and Head of Department level leading to changes in assessment-related practice to better meet the needs of students. This includes establishing new courses, refining quality assurance processes and supporting students in making assessment-related decisions.

Assessment processes are effectively managed, and consistently applied, to meet the qualifications needs of students. The school provides a broad assessment programme and a degree of differentiated assessment within courses to cater for the varied pathways its students plan to follow. Identified students are provided with approved special assessment conditions and appropriately supported. These all contribute towards assisting students to improve their assessment outcomes.

Robust internal and external moderation processes, including proactive monitoring by the Heads of Department, are embedded across the school ensuring that only credible results are reported to NZQA. The recording and sharing of outcomes informs senior management of any issues and the progress made with resolving them. This is reflected in the high level of agreement between teacher and NZQA external moderator judgements.

Data management and use effectively supports student achievement outcomes. Assessment data is managed to ensure results reported to NZQA are accurate and timely. Achievement data is analysed to review school courses, set strategic direction, monitor student progress towards completing qualifications, and to help identify and intervene with students at risk of not achieving to their potential. Students are encouraged to use their NZQA Learner login and the student management system to monitor their progress.

The school has a range of communications that allow staff, students and their families to gain a common understanding of NCEA and school assessment procedures.

Areas for improvement

The school needs to consider the appropriate use of Supported Learning standards with each individual student to ensure they are being used in accordance with their stated purpose. The standards are designed for students who need specific support in their learning.

Information to students, parents and staff is comprehensive, but some minor changes are required to handbooks so that they are consistent and accurate.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are:

- ensure the use of Supported Learning standards are considered at an individual level so they are used in accordance with their stated purpose
- make minor updates to the student and staff handbooks so they provide consistent and accurate information.

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6 May 2019

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 12 November 2014 Managing National Assessment Report

The review identified an agreed action to refine assessment-related practices. This has been actioned through the school altering their process to select student work for external moderation.

Response to external moderation outcomes The school has effective processes to respond to external moderation. These ensure senior management are fully informed of issues and involved in the review of outcomes where required. Feedback from external moderation shows learning areas do not have widespread or ongoing concerns.

The Head of Department and/or the Teacher in Charge reflect on each report and are encouraged to seek clarifications and/or appeals if required. They submit a written response to the Deputy Principal for each standard, noting any required actions. She creates a summary of the moderation outcomes, highlighting any areas of concern and follows up on the completion of any recorded actions.

The school has the same process for responding to external moderation conducted by Industry Training Organisations.

Response to data issues From the 2017 assessment results the school had a subject area identified as an internal/external outlier at one level. The school identified the reason behind this and was satisfied there were no issues to resolve.

Internal review

Evidence for 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)

In response to issues they have identified and to explore potential improvements, senior management lead the review of processes and strategic direction, with input from Heads of Department. Departments review their own practice leading to change in programmes and assessments. The Deputy Principal also conducts an evidence-based biennial audit visit to departments to check NCEA processes, noting effective practice and areas for development together with the steps required to accomplish this.

Examples of effective changes from self-review to improve current practice and enhance student achievement include:

- updating the process to manage students withdrawing from assessments to ensure they continue to have enough assessment opportunities to achieve their qualification goals. This appears to have made a difference to the number of students gaining Level 3 and University Entrance last year, but the data will be analysed again this year to help confirm this trend

- centralising the storage of internal moderation cover sheets and assigning a teacher aide to reconcile their completion with results recorded reported so the Deputy Principal can focus on reviewing the content and follow up where required
- creating a derived grade verification sheet so senior management has confidence in the validity of grades recorded
- introducing the use of a student and parent portal in to the student management system to help them track results and engage parents with the students' learning. This has not yet been consistently adopted by parents and the school is trying different methods to embed this practice
- reviewing the courses the school offers in response to student voice, resulting in the creation of a Textiles course and the current consideration of a new Agriculture and Horticulture course.

The school's self-review includes forward planning. Areas of future development include:

- completing a detailed survey with Year 11 and 12 students to complement the Year 13 exit survey to see if students feel their assessment needs are being met.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 5.5)

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

- providing differentiated assessment through offering multiple courses within some core subjects, and when appropriate, tailoring contexts and assessment opportunities to individuals within a course
- extending assessment opportunities through using a range of external providers to deliver:
 - courses the school is unable to offer
 - assessment against standards related to career pathways
- ensuring that students potentially entitled to special assessment conditions are identified, support trialled and information recorded for school-based evidence applications
- clearly informing staff of students' special assessment conditions entitlements and readily providing appropriate assistance as required
- participating in the Dunedin schools Scholarship Mentoring Programme
- creating an integrated Year 11 programme to engage students and assess in real-life contexts
- building on the experience gained in the integrated Year 11 programme to develop cross-curricular assessment in other areas of the school.

Kaikorai Valley College has effective processes and procedures for:

- monitoring the authenticity of student work during the assessment and marking process
- managing missed and late assessment, appeals and breaches of the assessment rules
- providing valid resubmission and further assessment opportunities
- collecting credible evidence of student achievement for derived grade applications.

Working with students to ensure course choices support their future pathways

The school focuses on providing flexible choice in assessment programmes that meet the needs of a wide range of students. This may result in mixed level courses, courses running outside timetable lines and students changing courses during the year. At the end of the year Heads of Department review all subject selections. Each student and their parents then meet with a member of the pastoral team to discuss the appropriateness of their choices to ensure they start the year with a programme that best meets their needs.

Review the use of Supported Learning standards The school must review the use of Supported Learning standards to ensure they are being used in accordance

with their stated purpose. Their use should be considered on an individual student basis.

The standards are designed for learners who require some form of support with their learning either through additional resources, specialised equipment or adapted teaching programmes. They are intended for people with learning disabilities including those with intellectual disability. Results submitted to NZQA suggest they may be being used with some students whose assessment programmes indicate they might not meet these criteria. Inappropriate use can result in invalid assessment results.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure the use of Supported Learning standards are considered at an individual level so they are used in accordance with their stated purpose.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)

Kaikorai Valley College has effective processes and procedures for managing internal moderation by:

- ensuring all new or modified assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work to ensure assessment judgements are consistent with the standard
- retaining and sharing work to be used as exemplars for students and benchmarking for assessor judgements
- following identical processes for moderating both Industry Training Organisation and NZQA administered standards
- documenting the quality assurance process on an *Internal Moderation Cover Sheet*.

Kaikorai Valley College has effective processes and procedures for managing external moderation by:

- ensuring student work is readily available for external moderation by being adequately stored and the Principal's Nominee knowing the location of the materials
- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan and negotiating appropriate changes
- randomly selecting samples of student work for external moderation to meet current NZQA requirements.

Effective monitoring of internal moderation The school has an effective documented process for monitoring internal moderation. This provides quality assurance and ensures senior management that all reported results are credible.

Moderation processes are discussed within departments at the start of each year. Heads of Department proactively monitor the completion of all aspects of internal moderation, and sign off the Internal Moderation Cover Sheet. Moderation of individual standards is discussed in department meetings and recorded in their minutes. As internal moderation cover sheets are completed, they are submitted to the Deputy Principal and these are reconciled with results reported, then followed up with the teacher where necessary.

Reducing workload by considering verification requirements for sufficiency

Some staff may benefit from the school providing them with further guidance on how to conduct sufficient grade verification by the strategic selection of student work.

Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good-quality grade boundary exemplars, and number of students assessed.

No action required

No issues with the school's internal and external moderation were identified during this review.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Kaikorai Valley College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - creating and regularly updating class profiles so staff have a clear picture of attainment and students at risk of not achieving
 - Heads of Department analysing pre-prepared results data so they can focus on conclusions to inform next steps, such as the modification of courses and teaching practice
 - analysing results comparatively and longitudinally to set strategic direction
- **reports accurate achievement data by:**
 - reporting results to NZQA on a timely and regular basis
 - reporting Not Achieved results as appropriate
 - having multiple student and teacher checks
 - closely managing withdrawing standards and late entries
 - requiring staff to check the school has consent to assess individual Industry Training Organisation administered standards before adding them to a course
 - ensuring the school holds current memoranda of understanding when assessment is undertaken by outside providers
 - resolving any issues highlighted in the *Key Indicator Checklist*.

Student progress effectively tracked and interventions put in place to improve achievement outcomes The school effectively uses data to closely track student progress, with a focus on improving student achievement outcomes.

Form teachers check results recorded in the student management system and each fortnight update a wall chart in the staffroom showing the number of credits a student has gained. This information helps inform fortnightly staff year level meetings where action plans are discussed for students at risk of not reaching literacy or numeracy requirements, not gaining an NCEA qualification or not achieving to their potential. At the end of Term 3 students identified at risk of not achieving are invited with their parents to an interview to discuss possible ways forward. During Term 4 the record of credits gained also includes predictions of achievement for credits yet to be assessed to help provide a more precise picture to target support for students.

Consider how to further support students' continuing access to functions provided through their NZQA Learner login The school should consider how they can further support students to register their NZQA Learner login so they can continue to access the functions it provides. When students do not register their NZQA Learner login, they cannot apply for reconsiderations and/or reviews for external assessments, order certificates and their New Zealand Record of Achievement, or check their personal details and the reporting of results to NZQA.

Over recent years over 90 percent of students registered their Learner login, but this dropped to 77 percent in 2017.

The introduction of the facility for students to access their data in the student management system appears to have impacted on the number registering their NZQA Learner login. The school encourages students to register both their NZQA Learner login and use the student portal in the student management system to track their progress and check entries and results.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- how they can further support students to register their NZQA Learner login.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Kaikorai Valley College has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- widely publicising NZQA fees and financial assistance information through presentations, emails and invoices
- supporting teachers new to the school to familiarise them with assessment and moderation processes
- annually reviewing communications to ensure they are fit for purpose and current.

Kaikorai Valley College assists common understanding of assessment practice by:

- using a variety of assemblies from Year 10 onwards at key times in the year to brief students about assessment policy and procedures
- providing the student handbook in both digital and physical formats, and discussing the contents in form time, with class teachers reinforcing consistent messages
- requiring students and parents to sign and return an authenticity declaration that is part of the student handbook
- presenting NZQA and school assessment related processes at a parent and student meeting in term one, and engaging parents in discussion through breaking into form groups
- reminding staff of NZQA related processes and sharing updates through staff meetings and Heads of Department meetings
- publishing a timeline and an online calendar of key NZQA and school assessment-related dates for staff.

Students show a good understanding of school assessment procedures and how NCEA works The students interviewed could clearly explain how NCEA works. They understand school processes such as extensions, moderation, dealing with authenticity, derived grades and appeals, and feel their teachers apply them consistently.

Ensuring course outlines provide the required information From departmental audits, senior management have already noted that some course outlines do not consistently present the required information about each standard, outlined in the staff handbook. The school is investigating using a standardised template. As part of this self-review process the school should consider if it would be beneficial to also include information in the outlines on whether a course is endorseable, if it is University Entrance approved, and if individual standards contribute to literacy and numeracy requirements. This could help students with their understanding and management of their progress towards qualifications.

Changes required to student and staff handbooks Information in the student and staff handbooks requires some minor alterations. The student handbook should match the rationale in the staff handbook to make it clear that a student can appeal any assessment related decision, not just the assessed result.

Both the student and staff handbooks need to be altered to state that for proven authenticity breaches in internal assessment a Not Achieved result will be reported, rather than no grade, as students have had an adequate opportunity to be assessed.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- make minor updates to the student and staff handbooks so they provide consistent and accurate information.