

Managing National Assessment Report

Kia Aroha College

27 June 2019

What this report is about

This report summarises NZQA's review of how effectively Kia Aroha 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 2019* (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
- *Policy Framework 2018*
- *Term 1 Planning 2019*
- *Tuketuku NCEA Term 2 (course outline)*
- *NCEA Student Handbook 2019*
- *NCEA Staff Handbook 2019.*

The School Relationship Managers met with:

- the Principal's Nominee
- the Principal
- Teachers of:
 - Mathematics and Physical Education
 - Lea Faka Tonga and Social Sciences
 - Mathematics, Physical Education, Physics and Science
 - English, Mathematics, Social Studies and Te Reo Māori
- three students.

There was a report-back session with the Principal, Principal's Nominee and three Pouhiwa (Associate Principal's) 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

Kia Aroha College

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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.

What the school is doing well

Kia Aroha College puts student needs as a priority for all decision making and review. Emphasis is placed on relationships with the students and understanding their culture and circumstances. Teachers provide opportunities for their students to learn and be assessed in a way that reflects their cultural identity.

The school understands the links between internal and external moderation and how this ensures the assessment system is robust and provides evidence that achievement is valid, credible and verifiable. Kia Aroha College teachers use colleagues in other schools for grade verification and professional learning. Teachers confirmed a culture of continual learning, focused on improving their practice and assessment knowledge. They are working hard to upskill themselves to enable the school to deliver and assess at NCEA Level 3.

The school has four 'Learning Teams' to address the cultural diversity of the students. Each is separate with its own identity, although teachers work collaboratively to share knowledge, assessment practice and tasks for the benefit of the students. Themes are established under a common focus and each Learning Team then develops units of study and assessment.

Kia Aroha College has reviewed how it uses data to inform change for individual students and groups. The collection and analysis of data has enabled them to look at "where to from here" and the ways in which information can be used to promote success. Each student's progress towards achieving a qualification is monitored. Students at risk of not achieving a qualification are supported through a variety of individualised interventions tailored to their needs, culture and interests.

Areas for improvement

The school needs to review the assessment support they are providing for some students, and in particular the provision of computer use, extra time, reader and or writer assistance. The school should formalise this by applying for special assessment conditions for these students where appropriate.

While issues raised in external moderation are discussed and action plans are formulated, the school now needs to ensure that these actions are implemented and followed through to completion, and their effectiveness evaluated. The Principal's Nominee has agreed to put in place a formal process for this follow up.

Agreed action

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

- make special assessment conditions applications to support students identified with special needs
- ensure all actions to address issues identified in external moderation are completed and resulting outcomes evaluated for their effectiveness.

Kay Wilson
Manager
School Quality Assurance and Liaison

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NZQA

0800 697 296

www.nzqa.govt.nz

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 23 September 2016 Managing National Assessment Report

Kia Aroha College has addressed the agreed actions from the 2016 Managing National Assessment review.

The senior staff have developed effective processes to track and analyse student data to support students in achieving their academic and vocational goals. The school has implemented a review process to improve their assessment practice. Staff now follow a consistent approach to dealing with instances of missed and late assessment. The Principal's Nominee has updated the staff and student handbooks to ensure they are current and fit for purpose.

Response to external moderation outcomes Kia Aroha College has implemented processes to follow up on issues identified in external moderation. This is detailed further in the moderation section of this report.

External moderation outcomes provide a measure of the effectiveness of the school's quality assurance processes. The school's analysis of outcomes from external moderation shows that the agreement between the school's judgement and NZQA's moderators for Level 1 standards is very high, acceptable at Level 2 but that there are concerns at Level 3. The school should look at the low agreement rate at Level 3 and consider what they can do to improve this.

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)

Kia Aroha College has continued to review the delivery of its curriculum and assessment programmes with the aim of meeting the learning and cultural needs of their students. The school selects a common theme each term, prioritising the context and learning experience for students. From there, appropriate assessment tasks are considered, and standards selected. Assessments are planned to be focussed and relevant to the individual student's course of study. Students have the opportunity to suggest topics they are interested in within the constraints of the common theme. The school considers these suggestions and whether they can support their inclusion. This enables the school to create a student-centred individual learning and assessment package within the confines of teacher confidence to deliver assessment of the relevant standards. This process of review has allowed the school to better meet the learning and assessment needs of the students.

Kia Aroha College has reviewed teacher capability within and across Learning Teams. The school has focussed on building its assessment capacity through a variety of professional development opportunities and collaboration between the Learning Teams. Teachers have worked to build their networks outside of the school

to ensure that assessment tasks and teacher judgements are consistent with the national standard. They are growing a culture of learning and sharing of good practice amongst their staff. Staff recognise where they need to grow and are receptive to further developing their skills. The school feels that this has resulted in better quality assessment.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- the low external moderation agreement rate at level 3 and steps that can be taken to improve this.

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 2019 5.5)

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

- acknowledging culture as an important aspect of students' learning pathway
- using a range of strategies to ensure authenticity of student work
- assessing students when ready, as appropriate.

Kia Aroha College has effective processes and procedures for:

- managing missed and late assessment
- mentoring students and providing careers advice
- ensuring teachers report a 'not achieved' grade where students have had an adequate assessment opportunity but submitted no work.

Appropriate course provision Kia Aroha College has decided not to focus on the NCEA Level 1 qualification and instead has looked at the benefits of having a greater emphasis on NCEA Level 2. The school feels that learning and assessments at this level are more appropriate for their learners and the school's capacity to provide for them. The school will continue to offer Level 1 standards at Year 10 with the emphasis on numeracy and literacy.

Special assessment conditions to support students Kia Aroha College supports student assessment by providing access to extra time, computer use and reader and or writer assistance as appropriate. This provision needs to be formalised for these students by the school making special assessment condition applications to NZQA. This will provide students with consistency of practice as well as support if their future circumstances change if they to another school or decide to enter for an external assessment, for example.

Opportunities for students in Science Technology Engineering and Mathematics (STEM) Kia Aroha College is providing some students the opportunity to participate in STEM subjects through Te Kura and developing their own capacity to provide Level 3 STEM subjects with support from other schools.

Careers New Zealand recommends that students should study English or Te Reo, Mathematics and at least one Science subject, particularly if they don't have a specific career in mind.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- make special assessment condition applications to support students identified with special needs.

For consideration

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

- being more deliberate in their decision around Level 1 and to ensure all key stake holders are informed

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 2019 6.4b)

Kia Aroha College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists, who are generally colleagues in other schools, and subject cluster groups to verify selected samples of student work
- recording the completion of moderation processes on an *Internal Moderation Cover Sheet* before results are reported to NZQA
- the Principal's Nominee monitoring completion of the moderation process.

Kia Aroha College has effective processes and procedures for managing external moderation by:

- selecting samples of student work randomly to NZQA requirements
- analysing trends in moderator/teacher agreement rates at each of the three NCEA levels
- ensuring samples of student work are provided by being adequately stored.

External moderation feedback used to support professional learning The school uses external moderation to evaluate the effectiveness of their internal moderation processes and to ensure the consistency of their results. This includes:

- discussion with the Principal's Nominee regarding the outcomes in the moderation report and identifying the issues to be addressed through internal moderation
- seeking clarification about the standard and conditions of the assessment
- engaging with subject cluster discussions, if needed
- professional development such as attending Best Practice Workshops if required.

External moderation follow-up needs strengthening Kia Aroha College needs to develop a process to ensure that actions required to address issues identified through external moderation are completed and the effectiveness of changes made is evaluated. Currently the completion of action plans developed in response to issues identified in external moderation are inconsistent across Learning Teams.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure all actions to address issues identified in external moderation are completed and resulting outcomes evaluated.

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)*

Kia Aroha College effectively uses assessment-related data to support achievement outcomes for students by:

- tracking and monitoring the progress of individual students
- using data to personalise assessment plans.

Kia Aroha College reports accurate achievement data by:

- encouraging students to check the accuracy of their results with their teacher
- ensuring that internal entries have a result reported or are withdrawn if the student has not had the opportunity to be assessed
- annually reconciling memorandum of understanding with the provider codes of externally reported results.

Data used to inform planning Kia Aroha College has analysed its achievement data to further refine the assessments offered to the students. They provide a generic programme as well as individual learning and assessment tasks that best meets the needs, careers choice and cultural background of the student. The school plans the assessment programmes, to meet the needs of the students and align with the skills of the teaching staff.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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))

Kia Aroha College has effective processes and procedures for:

- reviewing and updating student and staff handbooks on an annual basis to ensure they are current and fit for purpose
- communicating assessment policy and procedure through a variety of modes to staff, students and their families
- providing students with their terms assessment programme with all standards offered
- ensuring staff have a copy of the *Term Planning Calendar*.

Kia Aroha College assists common understanding of assessment practice by:

- providing teachers, students and parents with information about expectations and processes
- informing teachers about assessment best practice and providing opportunities to discuss changes
- letting students know what they need to achieve in order to gain a qualification.

Students supported and informed Students described being well supported and informed about both their assessments and NCEA. They acknowledged the importance of their culture as part of their learning and assessment programme and had a clear understanding of:

- what was needed to gain a qualification
- the school's assessment practices
- who to talk to regarding their course of study, assessment programme and future pathways.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.