

Managing National Assessment Report

Araura College

August 2022

FINDINGS OF THIS REVIEW

Araura College

16 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

Actions and considerations

Agreed actions

The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student needs	
The school must develop a process to submit grades to NZQA which could potentially be used for derived grades in the event a student is unable to sit the exam.	By the start of the 2022 end of year exam period

For consideration

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

- whether a change in grade verifier is appropriate following concerns raised in an external moderation report
- a more strategic approach to review and planning to be better prepared for the NCEA changes
- whether additional students are eligible for and may benefit from being approved for the use of special assessment conditions entitlements
- extending the opportunities for more vocational courses for students
- planning a process for students to access their results and digitised copies of their exam papers at the start of the year so that they will have sufficient time to consider whether a review or reconsideration application is appropriate
- sharing the outcomes of external moderation with national verifiers to improve the collective understanding of the standard.



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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 May 2018 Managing National Assessment Report Araura College has addressed most of the action items identified in this report effectively.

The school has developed a system to monitor the submission of entries so that all entries have a result reported or are withdrawn. This ensures greater accuracy of results reported. A review of the staff and student handbooks has made them more accessible and effective. Although some progress has been made on establishing a system to identify potential candidates for special assessment conditions, the school has not recently identified such students.

External moderation processes and response to outcomes The outcomes of external moderation reports have, in recent years, shown that the judgements of assessors are becoming more consistent with the standard. This provides confidence in the overall robustness of internal moderation (verification) processes and the follow up of concerns raised in external moderation reports.

To further improve outcomes, the school should consider an additional step when analysing moderation reports. This is to note who the grade verifier for the internal moderation phase was and to consider whether a change of verifier may be required to improve outcomes. It is possible for an assessor and a verifier to share an incomplete understanding of the standard and this can lead to an initial poor assessment judgement being endorsed by the verifier. A change in grade verifier may help to break this cycle.

The Principal's Nominee reviews all external moderation reports and, when concerns are raised, meets with the teachers concerned to discuss the actions required to address these concerns. She then follows up with the teachers to ensure that these actions have been completed as planned.

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)

Clarify planning for assessment programmes and NCEA Change An approach to review and planning that is more strategic is recommended, particularly with the extensive changes to NCEA being introduced soon. These changes have the potential to significantly disrupt the current planning and approach to assessment for NCEA, but there are also opportunities to enhance the outcomes for students. One example of these potential enhancements is in vocational education, and is discussed elsewhere in this report.

NCEA teachers and senior leaders engage in self review processes that are relatively informal in nature but are focussed on providing the best programme options and outcomes for students. The ability to implement strategic change is affected by the availability of suitably qualified teachers.

All NCEA teachers meet regularly with the Principal's Nominee and the Principal to discuss the progress of students and to reflect on the effectiveness of existing programmes. Decisions about the introduction of new courses or changes to existing courses are usually made by the Principal and the Principal's Nominee.

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)

Courses developed to meet student needs The school has been effective in providing a range of courses to meet the needs of students and to offer programmes beyond Level 1 that will keep students engaged in education.

Examples include a Pathways course with a vocational focus, subjects at Level 1 and 2 offered through Te Aho o Te Kura Pounamu, a focused literacy and numeracy support class and the recent introduction of the BCATS programme offered by CITTI. In addition, a number of students are supported through a multi-year programme to achieve NCEA level 1 which improves their chances of achieving this qualification.

Support for students with learning or other difficulties should be extended

The school should consider whether additional students are eligible for and may benefit from being approved for the use of special assessment conditions entitlements during assessments.

After the previous review, the school established a process to identify students who may benefit from these entitlements and submitted an application to NZQA which was approved. However, no further applications have been received and it is probable that other students with these needs are being overlooked.

Preparing for NCEA changes and digital assessment As mentioned in the review section, the school is encouraged to take a strategic approach in preparing for the many challenges and opportunities in the upcoming changes to NCEA, including digital assessment.

The school is engaging in the 2022 pilots for literacy and numeracy, and Cook Islands Maori as well as attempting some of these assessments through NZQA's digital examination platform, Assessment Master. This is a very good start that places the school in a sound position to plan and prepare teachers for further changes.

Consider extending vocational education opportunities The school should consider extending opportunities for vocational courses for their students. This has the potential to both further meet the career interest needs of students and for students to gain credits towards an NCEA qualification.

These opportunities can be arranged in different ways. The school may extend programmes offered by their own teachers (such as currently occurs for Hospitality) or engage with other providers (such as with CITTI for the BCATS programme). There are number of examples of these arrangements at other Pa Enea schools.

Review and Reconsideration opportunities The school should plan a process for students to access their results and digitised copies of their examination papers at the start of the year so that they will have sufficient time to consider whether a review or reconsideration application is appropriate.

Previously, paper examinations have been returned but the time taken to do this has meant that many students had not received these in time to make an application for a review or reconsideration if needed. Now that examination papers are available through students' NZQA learner logins, they will be able to decide whether to make an application by the due date.

As many students do not have internet access at home, the school may need to provide an opportunity at the school for students to log in and review their examination papers when results are released.

Submitting grades to potentially be used as derived grades The school must develop a process to submit grades to NZQA (in a datafile) that could potentially be used for derived grades in the event a student is unable to sit an examination as a result of a medical or other circumstance.

If a student (or a group of students) is ill or otherwise not capable of sitting an end of year examination, they may be entitled to a derived grade. In this case, the school provides NZQA with a grade that can be used for this purpose. This grade has to come from a quality assured assessment (such as a practice examination) and should be submitted to NZQA as part of a normal datafile before examinations start. Quality assurance can be confirmed by using either the verification or justification process.

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)

Internal moderation processes ensure the validity of grades The school follows the required NZQA processes for the internal moderation of grades thereby ensuring the credibility of results submitted.

Assessment materials are critiqued prior to use to ensure that they are fit for purpose. About half of all grades are verified using a teacher with standard- specific knowledge at the school or sourced from another school. The rest of the grades are verified through the national verification process managed by the Cook Islands Ministry of Education.

Consider sharing external moderation outcomes with national verifiers To improve the assessment judgement decisions of both assessors and the national verifiers, the school should consider sharing the outcomes of external moderation with national verifiers to improve the collective understanding of the standard.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

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

- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy.

Araura 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

Araura 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 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.

Araura 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

Araura 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 an annual analysis of NCEA achievement to inform strategic goals and actions.

Araura 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

Effective communication to inform staff, and students and their families about assessment

Araura 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.

Araura College assists common understanding of assessment practice by:

- 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 Araura 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 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 Qualifications Handbook for Teachers, Ararura College 2022* (Staff Handbook)
- *NCEA Qualifications Handbook for Students, Araura College 2022* (Student Handbook)
- *Araura College policy documents relating to NCEA qualifications*

The School Relationship Manager met with:

- Principal
- the Principal's Nominee
- Teacher(s) of:
 - Cook Islands Maori
 - Digital Technologies
 - Geography
 - Mathematics
- Five students.

There was a report-back session with the Principal 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.

Background

Araura College provides secondary education for students on the island of Aitutaki in the Cook Islands. The school annually assesses students for New Zealand national qualifications mainly at Level 1.

For Year 12 and Year 13 students, the school endeavours to offer sufficient courses to enable them to remain on Aitutaki while they complete their secondary education. Some students have the option to continue their secondary education at Tereora College on Rarotonga. For most students, English is their second language.

All students in Year 11 are assessed against a core group of subjects including Cook Island Maori, English and Mathematics in addition to Science, Hospitality and Digital Technology.

The school is an examination centre for students entered in standards externally assessed by written examination.

Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years. The time that elapses between reviews is,

therefore, not necessarily an indicator of the effectiveness of the school's management of assessment for national qualifications.