

Managing National Assessment Report

Nukutere College

June 2023

FINDINGS OF THIS REVIEW

Nukutere College

27 June 2023

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 2022.

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 effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within two years.

Actions and considerations

Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Review NCEA communications to update existing processes and document changes.	By the end of 2024
Credible assessment practice to meet student needs	
Check NZQA reports such as the Key Indicators to identify and resolve any data errors.	Immediate

For consideration

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

- broadening its network of verifiers outside the school to support teachers new to the Cook Islands and those in single-teacher subjects
- working with the Cook Islands Ministry of Education to support the transition to a student management system for reporting entries and results to NZQA
- working with the Cook Islands Ministry of Education to ensure that all teachers new to NCEA are well supported to begin standards-based assessment.

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30 August 2023

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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 8 May 2019 Managing National Assessment Report Some sections of the school Assessment Guidelines have been reviewed and updated since the last review, but this is not yet an embedded process. Further review of NCEA communications is needed to regularly update existing processes and prepare policies and staff for the implementation of the NCEA Change programme. The Principal intends to work with a new Principal's Nominee to complete a review of existing documents before the end of 2023.

External moderation response to outcomes and processes Nukutere College has processes to ensure that appropriate action plans are put in place to address issues raised in external moderation feedback. Responses have included seeking new verifiers, seeking support from subject advisors, and rewriting assessment tasks to better align with the standard. The overall effectiveness of these actions has been hampered by staffing changes that have had a significant effect on the continuity of assessment programmes and teacher expertise in sole-teacher subject areas.

The Principal leads a discussion about external moderation feedback with all senior teaching staff at the start of each year. Not Consistent and Not Yet Consistent feedback is followed up with individual teachers and then action plans created that are monitored by the Principal. Teachers appreciate the robust discussions and support available throughout this process.

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 Nukutere College Principal, also acting in the role of Principal's Nominee since mid-2022, leads assessment processes effectively within the school. Plans are in place to ensure that assessment matters are less centralised and a new Principal's Nominee is to be appointed later in 2023. Some systems that were suspended during the COVID-19 disruption have yet to be reinstated. These include a broader Curriculum, Reporting, Assessment and Moderation (CRAM) committee to oversee senior programmes and assessment. Despite capacity issues due to staff turnover, teachers have a clear understanding of expectations regarding assessment documentation and processes within their subject areas.

All subject teachers analyse achievement data and student feedback to review their courses and assessments to ensure that they meet student needs. The Principal has led staff discussions on preparing students adequately for assessment and differentiating opportunities to maximise student engagement in curriculum and assessment. These reviews and discussions have led to more strategic planning that is based on achievement data and directed at deliberate teaching and learning opportunities, resulting in improved achievement and more thorough course evaluation.

Preparation for NCEA Change implementation Nukutere College teachers are preparing for the implementation of the NCEA Change Programme and are optimistic about its potential to improve learning and assessment for their students. The school is piloting Physical Education and Cook Islands Māori Level 1 standards in 2023 and has entered students in the Literacy and Numeracy common assessment activities. Teachers have contextualised resources to suit the context and language needs of their students to maximise the accessibility of assessments.

Digital assessment remains a challenge for Nukutere College as it is dependent on the quality of the network available and the preparedness of students. For those students who may not yet have the requisite digital skills the school is exploring how to develop these skills before students are assessed for NCEA standards.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023.

Planning for assessment opportunities Nukutere College supports students to prepare for and engage in assessment opportunities. In response to the challenges with communication and planning experienced during COVID-19 disruptions, Nukutere College teachers developed an assessment matrix. This has assisted with informing parents and students about due dates and assessment expectations, facilitated strategic discussions between teachers regarding timing, and the opportunity for more flexible planning of assessment programmes by teachers. Teachers report that students are better prepared for their assessments as a result of the matrix and that parents appreciate the opportunity to better support their children.

Reporting quality assured practice external grades for use as derived grades The school needs to ensure that quality assured derived grades, based on standard-specific evidence from practice assessments for externally assessed standards, are consistently reported to NZQA for use as derived grades if necessary. This will ensure that all students have access to a grade if external assessment opportunities are disrupted. With further subject advisor support now available from the Cook Islands Ministry of Education, some teachers now have better access to tasks that may be used for practice examinations, while others are beginning to make links with New Zealand subject associations. This continued support should assist students and teachers to better prepare for both practice and external examinations.

Accurate data reporting The school needs to ensure the accuracy of reported entries and results by checking NZQA reports such as the Key Indicators to identify and resolve any errors. This will help in making accurate and timely external entries and checking that results from internal assessments have been processed. The school is currently using the web entry process to report entries and results to NZQA. The school could consider working with the Cook Islands Ministry of Education to support the transition to a student management system for the above. This could also assist with data analysis, monitoring student progress and reducing the administrative workload.

Supporting teachers new to standards-based assessment The school could consider collaborating with the Cook Islands Ministry of Education to ensure that all teachers new to NCEA are well supported to begin standards-based assessment. Further assistance in accessing resources, professional learning, and mentoring through assessment systems and processes would be of assistance. This would be

of particular benefit in sole-teacher subjects and those in which there has been a higher staff turnover than others.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023.

Nukutere College has well-documented systems to ensure that all internal assessment results have been subject to a quality assurance process before they are reported to NZQA. The school employs a variety of verification methods, including verifiers appointed by the Cook Islands Ministry of Education, peer verification conducted by colleagues from other schools, and internal verification by Nukutere College teachers. The Principal reviews all verification reports, and if any concerns are raised, a discussion is held with the respective teacher involved. As a result of this discussion, the teacher may re-mark students' work to ensure that all assessment decisions are consistent with the verifier's feedback.

The school could consider broadening its network of verifiers outside the school to support teachers new to a subject, or those new to the Cook Islands. This would assist these often sole-charge subject leaders to develop their assessment practice and seek feedback from more experienced assessors. It may be helpful to have a 'third pair of eyes' for subjects that have variable verification feedback, even where a subject-specialist is available in the school.

The school has effective systems to ensure that samples of student work are available for submission for internal verification and external moderation by being adequately stored. Both physical and digital files are retained by staff, with the Principal keeping copies of scanned materials for external moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Nukutere College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- 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
- 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 or their qualification goals.

Nukutere 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Nukutere 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
- 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.

Nukutere 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

Nukutere 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.

Nukutere 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
- conducting student and teacher checks of entries and results at key times during the year.

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

Nukutere College has effective processes and procedures for:

- 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
- celebrating students' success.

Nukutere 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.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Nukutere 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 2022 (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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023*.

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
- *Curriculum, Reporting, Assessment and Moderation (CRAM) Committee – Assessment Guidelines*, Nukutere College, 2022.

The School Relationship Manager met with:

- the Principal
- Teachers in Charge of:
 - Commerce
 - English
 - Geography
 - Mathematics
 - Physical Education and Health
 - Religious Studies
 - Science
- three students.

There was a report-back session with the Principal and Teacher in Charge of Mathematics 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

Nukutere College is a private Roman Catholic secondary school on Rarotonga in the Cook Islands. It annually assesses students for New Zealand national qualifications at Level 1. At the end of Year 11 some students either transfer to Tereora College or move overseas to continue with their education.

Annually, in November, the school is an examination centre for its students entered in externally assessed standards.

For many students, Cook Islands Māori is their first language with English their second language.

To provide support for their management of assessment for national qualifications, Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years.