

Managing National Assessment Report

Nukutere College

May 2019

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.

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 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
- *Assessment Guidelines - Curriculum, Reporting, Assessment and Moderation (CRAM) Committee, Nukutere College 2019* (Staff Handbook)
- *Student Information (NCEA Level One), Nukutere College 2019* (Student Handbook)
- a sample of course outlines for Year 11.

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers of:
 - Cook Islands Maori
 - Religious Education
 - Science
- three 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

Nukutere College is a 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 on Rarotonga, or move overseas to continue with their education.

The school offers a core range of subjects including Cook Islands Maori, English, Mathematics, Religious Studies and Science. Additional choices depend on staff capability and student interests. Annually in November, the school is an examination centre for its students entered in externally assessed standards.

For many students, Cook Islands Maori 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.

SUMMARY

Nukutere College

8 May 2019

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 two years.

What the school is doing well

Nukutere College continues to offer assessment programmes designed to meet the needs of students and to ensure that credible results are reported to NZQA. The Principal's Nominee now has a year of experience and is confident in managing the various processes required of her role.

Self-review is an ongoing and developing process undertaken by the Curriculum, Reporting, Assessment and Moderation (CRAM) committee. The analysis of assessment data for improvement is a schoolwide focus, with all teachers expected to analyse and report on achievement data in their subject areas. A number of changes have been introduced as a result of review, including the introduction of a two-year NCEA qualification programme for identified students in order to better meet their needs, and the sharing of more information with parents.

Teachers understand, and consistently apply, the various requirements applicable to good assessment practice, including when to offer resubmissions and under which circumstances it is appropriate to report a Not Achieved grade. Differentiated learning occurs in some subjects and teachers contextualise learning and assessments to ensure genuine learning opportunities for students. Innovative assessment practice is evident.

School processes for internal and external moderation meet NZQA expectations. The Principal's Nominee annually selects standards to be added to the moderation plan and she submits material for moderation as early as possible. This ensures that the feedback received is timely and focusses on teachers' needs. For internal moderation, the school uses their own teachers as verifiers, sends work to verifiers in New Zealand or uses the Cook Islands National Verification process. This is effective practice as evidenced by the good level of agreement between the assessment judgements made by teachers and those confirmed by moderators.

Data is well managed and assessment information is reported to NZQA in a timely manner. Any data issues are identified by the Principal's Nominee and corrected. The school uses data to track student progress and to identify students at risk of not achieving their assessment goals, so that intervention can be planned.

The school effectively communicates assessment practice to students, parents and teachers. Student assemblies and parent evenings are used to relay information about NCEA and the published staff and student handbooks are comprehensive.

CRAM committee meetings are used to inform teachers about any changes to assessment expectations.

Areas for improvement

Ensuring that information about students' eligibility to use Special Assessment Conditions is passed on to the next school of enrolment will support the ongoing provision of these entitlements.

The school should consider engaging with the Cook Islands Ministry of Education to receive support to fully utilise the Edge student management system and NextCloud. There are benefits inherent in these systems to both manage and analyse data more effectively and efficiently.

A review of the overall student credit load could potentially address workload concerns. Providing students with regular credit summaries should also be considered.

The school is reminded that the submission of emergency grades to NZQA prior to the external examinations is a requirement.

Sections of the staff handbook contain direct extracts from NZQA publications such as the website. These can become out of date with every update of the source document. These sections must be reviewed and updated to ensure currency.

Agreed action

The school agreed that an action will improve the quality of their assessment systems. This is to:

- review and update those sections of the staff handbook containing direct extracts from NZQA publications.

Kay Wilson
Manager
School Quality Assurance and Liaison

12 July 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 3 April 2017 Managing National Assessment Report All the agreed action items from this report have been addressed by the school. These were to:

- ensure all teachers are familiar with the standard to be assessed and its requirements, and collate assessment material before they start the teaching and learning programme
- liaise with the Cook Islands Ministry of Education to manage teachers' access to the school's general security page on the NZQA website.

Response to external moderation outcomes External moderation reports from recent years reflect a very good level of agreement between the assessment judgements made by teachers and those confirmed by moderators. This provides confidence that teachers are assessing appropriately.

If any concerns are raised in external moderation reports, the school has a process in place whereby teachers implement an action plan to address these concerns. The Principal's Nominee then follows up to ensure that these actions have been completed. The next step in the process is to evaluate how successful this follow up has been.

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)

The 2017 Managing National Assessment review identified that the school was developing a culture of pro-active self-review focused on meeting the needs of students. Further evidence of this development was sighted during the current review.

Self-review is a focus of the CRAM committee. All teachers who offer NCEA assessments form part of this committee as do the Principal and Principal's Nominee. The school has a goal to use assessment data analysis to inform improvement and teachers are expected to undertake and report on this analysis in their subject areas.

The CRAM committee also reviews assessment practices on an ongoing basis to ensure that these are current and still fit for purpose.

Developments resulting from this self-review include:

- clarification about the awarding of extensions with the result that unwarranted extensions have reduced

- improvement in teachers' meeting deadlines for the completion of various administrative procedures related to NCEA assessments
- expansion of the information sent to parents to include, for example, course outlines and assessment timetables
- introduction of a Level 1 programme designed to be completed over two years for identified students, in order to meet their assessment needs.

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 2019 5.5)

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

- as far as is possible within existing resources, designing programmes of learning that are focussed on their interests, needs and abilities
- offering differentiated opportunities of learning and assessment for students, including Nuku and Tere classes in the same subject
- offering varied opportunities for the collection of evidence towards assessment including from cultural festivals
- identifying those who may be eligible for Special Assessment Conditions and making applications to NZQA for entitlements for them
- extending assessment opportunities, including a Hospitality course offered by the Cook Islands Tertiary Training Institute
- using local contexts to adapt assessments to ensure genuine and authentic learning and to engage their interest
- supporting those at risk of not achieving their qualification goals, including offering a NCEA Level 1 programme designed to be completed over two years
- supporting students at risk of not achieving their qualification goals by monitoring their progress and intervening when needed.

Nukutere College has effective processes and procedures for:

- ensuring grades awarded are valid, authentic and verified
- providing one further opportunity for assessment when appropriate
- providing suitable opportunities for resubmissions
- managing missed and late assessment processes
- investigating appeals by students of assessment decisions
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have not submitted work.

Innovation in assessment is evident Some teachers are using the flexibility inherent in NCEA to investigate innovative assessment practices. These include seeking opportunities for students to use evidence to support assessment in more than one subject area and, where appropriate, allowing students to be assessed using their first language, Cook Islands Maori. Further innovation should be encouraged.

Ensure Special Assessment Conditions information is passed to new schools

Identifying eligible students for Special Assessment Conditions and submitting applications to NZQA on their behalf is now becoming usual practice. Most students who continue with their education beyond Level 1 do so at another school, usually Tereoa College. To ensure that students with Special Assessment Conditions entitlements continue to be supported at their new school, a process should be

developed to ensure that the new school is informed of any approved entitlements.

Consider the overall student credit load The school should consider reviewing the number of credits available for students to ensure that the total is appropriate. In 2018, over 70 percent of students achieved more than 100 credits. The total required to be awarded NCEA Level 1 is 80 credits. This raises the possibility that students may be being over-assessed. This can be a workload concern for both student and teachers.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

For consideration

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

- encouraging teachers to introduce innovative assessment practices where appropriate to meet the needs of students
- ensuring that Special Assessment Conditions information is passed on when students move to a new school
- reviewing the number of credits available for students to ensure that the total is appropriate.

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)

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

- ensuring all assessment materials are critiqued prior to use
- purposefully selecting borderline samples of student work for verification purposes
- being strategic in the selection process by not requiring that a particular number of samples be selected
- having the selected samples verified by using subject specialists who may be
 - from the school itself
 - based in New Zealand schools
 - accessed using the Cook Islands Ministry of Education verification process
- monitoring that all internal moderation procedures are completed as required.

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

- selecting samples of student work for external moderation randomly to NZQA requirements
- ensuring samples of student work are appropriately stored so that they are available for external moderation.

External moderation application well utilised The Principal's Nominee has a good understanding of the external moderation application and makes use of its features to improve moderation processes. This includes requesting that particular standards be included in the annual moderation plan, sending digital samples of student work and submitting moderation earlier in the year than the published submission date. These practices ensure that teachers receive feedback on standards that they have identified as important and that this feedback is received as soon as possible after assessment has been completed.

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)

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

- monitoring and tracking their progress towards achieving their qualification goals
- making the analysis of achievement data to drive improvement a schoolwide goal
- evaluating the effectiveness of assessment programmes to ensure they allow students to meet their achievement goals and informing changes to standards offered.

Nukutere College reports accurate achievement data by:

- ensuring that results are submitted to NZQA in a timely manner using the web entry process
- using the Key Indicators and data submission reports to identify and resolve data errors
- having a process to ensure low levels of late external entries and internal entries with no results.

Digital tools will enhance data management The school should engage with the Cook Islands Ministry of Education to explore the possibilities of using the Edge student management system to manage NCEA data and to fully deploy NextCloud, the Cook Islands Ministry of Education online file sharing system.

Using Edge to manage and submit assessment results to NZQA will enhance the use of assessment data and the ready access to analysis tools that are built in to the programme will assist analysis. NextCloud has the potential to further improve the submission of files to NZQA for external moderation, particularly larger files.

A process to submit emergency grades should be established Emergency grades afford a measure of security as they can be used for external results in situations when an emergency has been declared and examinations cannot proceed, such as during a natural disaster.

The school should liaise with NZQA to ensure that the correct procedure for submitting emergency grades is followed and that these grades are sent to NZQA in a timely manner.

No action required

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

For consideration

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

- engaging with the Cook Islands Ministry of Education to explore the possibilities of using Edge and NextCloud
- submitting emergency grades.

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))

Nukutere College has effective processes and procedures for:

- ensuring all course assessment outlines and other materials use the same template to provide consistent information for students
- communicating assessment policy and procedure
- supporting teachers new to the Cook Islands and the school
- reviewing communications to ensure they are fit for purpose and current.

Nukutere College assists common understanding of assessment practice by:

- holding NCEA information evenings for parents and NCEA assemblies for students
- making personal contact with parents a priority in order to inform them of progress being made towards the attainment of a qualification and to provide them with important information such as course outlines
- publishing a comprehensive staff handbook and a student handbook containing assessment procedures
- using meetings of the CRAM committee to clarify changes of procedures and expectations, and facilitating discussion on good assessment practice.

Staff handbook needs updating The sections of the staff handbook that contain direct extracts from NZQA publications such as the website must be reviewed and updated to ensure these remain current.

The risk in the publication of these extracts is that these can become out of date with every update of the source document or website. Another option is to redraft these extracts more generically for the purposes of the staff handbook.

Providing students with regular credit summaries recommended The ability of students to monitor their own progress towards achieving a qualification will be enhanced if they receive regular credit summaries, possibly at the same times that progress reports are issued.

The use of Edge will make this process easy to do. The student management system has the added advantage of a student portal which grants students who have appropriate access the ability to check their progress at any time.

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:

- review and update those sections of the staff handbook containing direct extracts from NZQA publications.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- providing students with regular credit summaries of their progress towards achieving an NCEA qualification.