

Managing National Assessment Report

Auckland Seventh Day Adventist High School

September 2019

What this report is about

This report summarises NZQA's review of how effectively Auckland Seventh Day Adventist High School:

- 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
- *Auckland Seventh Day Adventist High School policies:*
 - *Assessment and Reporting*
 - *Curriculum Delivery*
 - *Student Achievement*
- *National Qualifications (NCEA), Student and Teacher Handbook 2019, Auckland Seventh Day Adventist High School*
- *Staff assessment procedures supplementary pages, Auckland Seventh Day Adventist High School*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee / Deputy Principal – Curriculum
- Head(s) Department for:
 - English
 - History
 - Mathematics
 - Religious Studies
 - Science
- Teacher in Charge of:
 - Accounting/Economics
- 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.

SUMMARY

Auckland Seventh Day Adventist High School

18 September 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 three years.

What the school is doing well

Auckland Seventh Day Adventist High School provides a Bible-based curriculum in accordance with its special character status. This approach is evident in the individualised support to assist student achievement.

The majority of the students are of Pacific ethnicity with over fifty percent of Tongan descent. To meet the needs of these students to obtain literacy for their level 1 qualification, the school has a focus on professional learning for all staff to cater for the large number of English as a second language learners. It has appointed a literacy specialist and support is now being provided to enhance literacy in Years 9 and 10.

A major review of their digital systems has resulted in the school providing digital devices for all their learners, submitting all external moderation digitally, and the school being engaged in digital examinations.

School review processes are effective and reflect continual consultation and discussion with staff and senior leaders, students and their families. Shared ownership of assessment practices and processes was evident during the review.

The school ensures that only credible results are reported to NZQA through robust internal and external moderation processes. This includes effective monitoring and follow-up of issues identified by external moderation reports.

Student assessment data is checked for accuracy and results reported to NZQA are complete, timely and accurate. Student academic progress is monitored through staff co-construction meetings, by the homeroom teacher and the Principal's Nominee / Deputy Principal - Curriculum. Support is put in place for those students at risk of not achieving a qualification.

A range of methods of communication are used by the school to ensure staff, students and families have access to up to date assessment information. All students interviewed were well informed about NCEA and felt well supported by staff. The school uses texting and social media to keep families informed, staff through emails, staff and department meetings and the use of shared documents.

Areas for improvement

Resubmission practice is inconsistent. Clarifying expectations will improve staff understanding of the requirements for resubmission, including it should not be offered to all and should not be student driven.

School data checks should include ensuring that by the end of the year, all internal entries are reported with a grade, or are withdrawn if a student has not had an adequate assessment opportunity.

Updating staff documentation will ensure that it reflects school practice and NZQA requirements.

Agreed action

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

- clarify the process of resubmission and reinforce requirements with staff
- ensure all internal entries to NZQA have a result reported or are withdrawn as appropriate by 1 December
- update assessment practices in documentation as outlined on page 12.

Kay Wilson
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31 October 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 18 October 2016 Managing National Assessment Report

Auckland Seventh Day Adventist School has addressed the three items from the last review. Banked results from the previous year are now reported unassigned to a course and in the year, they are obtained. Documentation has been updated as suggested. All memoranda of understanding and subcontracting agreements are stored electronically and reconciled with reported results.

Response to external moderation outcomes Where poor external moderation outcomes occur, teachers discuss action plans with the Principal's Nominee, put the plan into action and follow this up. In response to poor external moderation outcomes the Principal's Nominee and Heads of Department have strengthened internal moderation. The process is well documented.

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)

Auckland Seventh Day Adventist High School demonstrates school-wide consistency of NCEA processes that ensure results reported to NZQA are credible. Experienced leadership, shared ownership of assessment procedures and self-review provide confidence that any concerns relating to assessment practices will be identified and addressed.

Regular meetings held at all levels of the school support assessment consistency, develop collaboration and help drive self-review. These include one on one Middle Leaders meetings with the Principal's Nominee / Deputy Principal - Curriculum as well as Middle Leaders meetings, department, and staff meetings. These meetings provide a forum to reflect, review and plan. This has resulted in the staff supplementary NCEA pages being a live document which needs to be updated regularly to reflect teacher practice.

Review of digital systems and use in the school The school has reviewed their systems in all areas of assessment practice, in response to increased use of digital assessment platforms. Senior staff discussed how using digital devices would improve student engagement and outcomes. The school consulted staff, students and families about ease of access to technology. As a consequence, the school now provides digital devices to all students, submits all external moderation material digitally and engages with digital external examinations. Staff and students report positively on the support and increased engagement that arises from the use of digital platforms.

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)

Auckland Seventh Day Adventist High School has effective processes and procedures for meeting the assessment needs of their students by:

- providing differentiated assessment between classes and offering a selection of optional standards within classes
- where appropriate, assessing students when they are ready
- applying for special assessment conditions using school-based evidence
- coordinating the timing of assessments to help students manage their workload
- providing a number of opportunities for students to follow their vocational pathways using a wide range of external providers
- using Google Docs or One Note to provide on-going feedback and feedforward information to support students to present their best evidence.

Auckland Seventh Day Adventist High School has effective processes and procedures for:

- managing missed and late assessment
- managing the authenticity of student work submitted for assessment by using suitable strategies during the assessment and marking process
- ensuring evidence for derived grades is based on valid standard -specific results
- meeting the requirements of the *Privacy Act 1993*.

Clarify processes for resubmission A resubmission may be offered if a teacher, at their discretion, judges a student has made a minor error or omission that they can identify and correct on their own. It should not be student driven, offered to all, or a planned aspect of the assessment. The review identified variation in the use and understanding of this process. The school has agreed to clarify resubmission processes with staff, so their practice meets NZQA requirements.

It should be noted that for many forms of assessment, a resubmission may not be appropriate, especially where the evidence is gathered by portfolio, or over an extended period of time. The use of checkpoints, milestones and feedback/feedforward will usually remove the need for resubmission for these types of assessment, by providing students the opportunity to present their best evidence of achievement on submission.

Literacy specialist supports identified need Through analysis of entry data, the school has identified the need to enhance student literacy and provide support for their Pacific students, as many have English as their second language. They have employed a literacy specialist to work with their year 9 and 10 students to build skills to ensure success in Level 1 literacy. The school also has a focus on professional learning for all staff to support these students. They intend to review the success of these initiatives at the end of each year.

Engagement and Success in Science, Technology, Engineering and Mathematics (STEM) subjects The school is considering how to improve the engagement and success of their learners in STEM subjects following their analysis of NZQA data. The Heads of Mathematics and Science plan to decide ways they can improve the success of their Māori and Pacific students and then will make recommendations to the Senior Leadership team.

Agreed action

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

- clarify the process of resubmission and reinforce requirements with staff

For consideration

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

- continuing investigation and development of strategies to address both engagement and equity of outcomes in STEM subjects.

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)

Auckland Seventh Day Adventist High School has effective processes and procedures for managing internal moderation by:

- critiquing new and amended assessment activities before use to ensure they are valid and fit for purpose
- using subject specialists from within or outside the school to verify samples of student work
- documenting the internal moderation process using the internal moderation cover sheet
- monitoring of the internal moderation process by the Principal's Nominee prior to grades being reported to NZQA.

Auckland Seventh Day Adventist High School has effective processes and procedures for managing external moderation by:

- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan
- selecting samples of student work for external moderation using a selection process that meets NZQA requirements when class size necessitates this
- ensuring samples of student work are provided by being adequately stored.

Consistent Internal Moderation Processes Auckland Seventh Day Adventist High School has developed a robust internal moderation system where departments use subject associations, cluster groups and best practice workshops to engage in internal moderation processes including grade verification, and has changed some of their grade verifiers to ensure that feedback on assessors' judgements is consistent with the standard.

Strengthening of quality assurance processes provide the senior leadership team with confidence that internal moderation processes are robust, and results reported are credible.

Focus on reducing workload by considering grade verification requirements for sufficiency Learning Areas currently assure the quality of grades awarded by including work at grade boundaries when verifying assessor judgements. However, most of those interviewed verify more samples of student work than this.

The school should consider providing staff with further guidance on sufficiency by the strategic selection of student work for grade verification. 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 the 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)

Auckland Seventh Day Adventist High School effectively uses assessment-related data to support achievement outcomes for students by:

- requiring Heads of Department to report an analysis of NCEA achievement data against the school goals to the Principal, Senior Leadership team and Board of Trustees, to inform future teaching and assessment.

Auckland Seventh Day Adventist High School reports accurate achievement data by:

- reporting results to NZQA on a timely and regular basis
- using the Key Indicators to identify and resolve data submission errors
- supporting learners to use the student portal and their NZQA Learner Login to track their NCEA progress.

Mentoring students to improve achievement outcomes The school has developed effective mentoring and tracking systems using NCEA data to inform student goal setting, career pathways and achievement progress. The school uses 'co-construction' meetings to identify those at risk of not achieving a qualification and interventions are put in place.

Co-construction meetings involve all NCEA staff, homeroom teachers and senior leaders. The purpose of these meetings is to provide tracking information and data on each student. This information is used by homeroom teachers to track and monitor student progress towards NCEA qualifications using a 'traffic light' system. Interventions include changes to assessment programmes, extra tuition, in class support, differentiation of assessments and attendance at the school's homework club. Parents are contacted about these.

Remove entries for students with no result The school should ensure that they report a result for all entries by 1 December. Where there is no result because there has not been an adequate assessment opportunity, the entry should be withdrawn. In 2018, there was no result reported for more than 15 percent of all entries in internal assessments. This may lead to an inaccurate view of student progress towards achievement where tracking includes these entries for which no results will ever reported.

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 internal entries to NZQA have a result reported or are withdrawn as appropriate by 1 December.

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))

Auckland Seventh Day Adventist High School has effective processes and procedures for:

- ensuring students receive clear outlines for all courses they undertake
- communicating assessment policy and procedure to students through assemblies, online forums and hard copies of information
- supporting teachers new to the school through an induction programme.

Auckland Seventh Day Adventist High School assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes by providing Head of Department time for department meetings and weekly meetings with Principal's Nominee to evaluate and discuss assessment practice and procedures
- ensuring relevant NZQA updates are circulated to NCEA teachers and discussed where necessary
- ensuring a memorandum of understanding is held for all outside providers, that are stored by the Principal's Nominee and reconciled with reported results
- discussing with students what they need to achieve in order to gain a qualification.

Ensuring families are well informed The school ensures that families are receiving information on assessment procedures and courses. They recently surveyed their key stake holders to ascertain the best way to communicate with them to ensure they were getting the required information. Not all families had access to internet but all used texting and social media. As a result, they continue to use a variety of methods of communication but focus on text information with alerts through social media.

Update documentation for staff Processes for Special Assessment Conditions and Internal Moderation need to be updated so documentation reflects current consistent practice and meets NZQA requirements.

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:

- clarify assessment practices in documentation as outlined above.