

Managing National Assessment Report

Auckland Seventh-Day Adventist High School

June 2024

FINDINGS OF THIS REVIEW

Auckland Seventh-Day Adventist High School

26 June 2024

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 three years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021

Actions

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
Credible assessment practice to meet student needs	
Update documentation as outlined in the report, to reflect current practice	In review and preparation of the 2025 assessment documentation
Ensure all internal entries have a reported result or are withdrawn Ensure external entries are made on time so examination papers are personalised.	In the final submission of data files for external entries on 26th August and internal results on 1 st December
Ensure teachers understand that standard specific evidence to report derived grades can be based on a verification or justification process.	In preparation for the end of year practice examinations used to collect evidence for derived grades.

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21 August 2024

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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 30 October 2019 Managing National Assessment Report

The school has partially responded to the action items from the review in 2019. The number of results not reported have been reduced but in 2023 five percent of internal entries still had no reported grade.

Documentation explaining the management of resubmissions has been included in the School's Assessment Handbook but needs to be updated to ensure that the highest grade awarded is at the achieved level.

Special Assessment Conditions and internal moderation requirements are now included in the school's NCEA documentation but need to be updated to reflect current practice as outlined in the report.

External moderation response to outcomes and processes In 2023 the school's external moderation outcomes were not consistent for a number of standards in five subjects. This contributed to an overall agreement rate between NZQA moderators and teachers for all standards moderated that was below 50 percent. An action plan was developed by the Principal's Nominee with NZQA to address this issue. The school recognised that subject leaders needed to establish relationships with external verifiers and further upskill new teachers to the school especially those from overseas jurisdictions that did not offer standard-based assessment.

All subject areas have now completed their action plans. New teachers without experience of standards-based assessment are required to complete the NZQA New Teachers to NCEA online course and if they have a single teacher subject engage with an external verifier from another school. The school is aware that this year, they can request standards to be added to their external moderation plan if they are still not gaining consistent agreement between the NZQA moderator and teacher.

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 strategic direction of the school leaders and teachers is based on co-construction to meet the learning and assessment needs of all their students. Co-construction is used to ensure school-wide assessment and moderation practices are consistent, credible and meet the needs of the students. Decision making about learning and assessment involves all stakeholders working together to ensure students are engaged, have realistic expectations and aspirations and can access qualifications based on credible assessment to meet their goals. Clear expectations are established by the Board of Trustees and introduced and managed by the school leadership by ensuring teacher capability is developed and resourced so that all teachers can take ownership of their assessment practice.

Heads of Department and Teachers in Charge of subjects are required to report directly to the Board of Trustees in March and September as part of the co-

construction model. At these meetings each Head of Department or subject leader reports how they are meeting school goals for NCEA achievement, what is working well, what has not worked and what is being done to address issues. The Board expects achievement data to inform discussion on what barriers are preventing progress. Possible mitigations are discussed, and the resourcing needed to support these interventions. This process illustrates the school's overall strategic direction to improve student achievement based on co-construction and the effective use of data to inform and support improvement.

Senior Leadership with the support of the Board of Trustees have developed an *Assessment Learning and Resource Booklet* that outlines clearly the strategic direction teachers need to employ to ensure their students engage in assessment opportunities. Strategies used include valuing and using prior learning, ensuring clarity of learning expectations, using exemplars, modelling and self-assessment. With additional financial support from the Board for staffing, professional development and learning resources, the school is using these strategies to develop learning-based relationships, improve assessment capability and provide deeper curriculum content and pedagogical knowledge.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Meeting student needs and aspirations The school uses the flexibility of the NCEA assessment model to offer students a diverse range of assessment opportunities that reflect their needs and aspirations. The number of programmes based on vocational skills standards has recently been increased by developing arrangements with external providers whilst others are on track to begin university courses with competitive entry requirements. Students requiring special assessment conditions are identified through the NZQA notification process and are adequately supported in both internal and external assessment opportunities.

Improvements to Assessment Practice The review identified that some assessment procedures have to be updated to reflect current practice, so they are credible and easier to manage.

Teachers were aware that resubmissions can only be provided for a student to gain an achieved grade, but this needs to be documented so senior leadership can be assured that the practice is consistent school wide.

Currently the school requires teachers to use external verifiers to quality assure evidence from practice examinations to report results used for derived grades. Due to the time constraints at the end of the year teachers, particularly if they are the only subject expert in the school, can use a justification process to quality assure evidence for derived grades. This process can be based on historical data or another teacher with standard specific knowledge checking that the practice external assessment had a task and marking schedule based on the standard's requirements.

Monitoring and tracking student achievement The school now uses data to more effectively track and monitor the progress of their students to achieve their goals. Throughout the year the progress of all students is monitored through a traffic light system shared with all the students' teachers, school management and the Board of Trustees. The Academic Dean with senior management sets the criteria to describe

an individual student's progress to meet their academic goals through credits gained as green, amber and red. Each week students meet in their Homerooms to discuss their progress based on this information which is also shared with all their teachers and in reports to parents and guardians.

Strategies are developed with each student to support them to engage in assessment opportunities to move to or remain in the green zone to meet their expectations and aspirations. This support includes individual tutoring, attendance at the homework centre or additional assessment opportunities. Resultant positive engagement by students in assessment opportunities has led to improvements in attendance and maintenance of the school's success with NCEA and University Entrance achievement.

Reporting accurate data Since the last Managing National Review the accuracy of reported entries and results has improved but two data measurements need attention.

The school must ensure that all external results have a reported result or are withdrawn. In the period 2021 to 2023, five to eleven percent of entries for internally assessed standards had no results reported against them at the end of the year. Having more accurate entries will allow the school to determine if a student is entered in sufficient standards to gain a qualification or endorsement, to effectively monitor student achievement in the standards for which students have been entered and to identify any missing results from assessed standards.

To ensure the personalisation of examination papers the school must ensure entries for external examinations are made by the 26 August. In 2023 the school reported seven percent of its entries for external standards after the personalisation date for examination papers. This results in the Exam Centre Manager having to manage the individual labelling of examination papers manually which can more easily lead to errors and missing papers in the marking and result reporting process.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Developing more robust Internal Moderation Processes Since the last Managing National Assessment review the school has improved the effectiveness of its internal moderation processes. Faced with single teacher subject experts and an increasing number of new teachers from overseas jurisdictions without standard specific assessment knowledge the school has focused on providing professional development on standards-based assessment when inducting new teachers. Senior Management also encourage single subject teachers to develop reciprocal arrangements with external subject experts for the verification of samples of student work for internal moderation.

Teachers interviewed for the review were familiar with the expectation to critique assessment materials before use and access available assessor support materials on the NZQA Learning Management System, Pūtake. Verification comments were recorded on internal moderation cover sheets that were checked by the Principal's Nominee before results for that standard were reported.

During the review some teachers indicated that they had all samples of student work verified. To manage workloads, teachers need to be strategic in their selection of samples of student work for verification. Selection of samples should reflect the experience of the teacher and the history of previous moderation. An experienced teacher with previous consistent agreement between themselves and the NZQA moderator needs only to submit one sample of student work for internal moderation or, if they want more feedback, samples at the grade boundary. If the teacher is assessing the standard for the first time or has an inconsistent outcome from external moderation, they may decide to submit all their samples of work for internal moderation to their subject expert.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Auckland Seventh-Day Adventist High School 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
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Auckland Seventh-Day Adventist High School 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Auckland Seventh-Day Adventist High School 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
- using subject specialists to verify grades awarded on a 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.

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

- ensuring samples of student work are available for submission by being adequately stored
- monitoring and documenting actions taken to address external moderation feedback

Effective management and use of assessment-related data

Auckland Seventh-Day Adventist High School 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 and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Auckland Seventh-Day Adventist High School 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
- 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

Auckland Seventh-Day Adventist High School 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
- 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.

Auckland Seventh-Day Adventist High School 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
- 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 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.

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 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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *National Qualifications (NCEA) Student & Teacher Handbook, 2024*
- *Assessment for Learning Resource Booklet, Auckland Seventh- Day Adventist High School, 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department or Teacher in Charge for:
 - Bible
 - English
 - Health and Physical Education
 - Mathematics
 - Social Science
 - Technology
- four students.

There was a report-back session with the two Deputy Principals and the 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