

Managing National Assessment Report

Longburn Adventist College

June 2022

FINDINGS OF THIS REVIEW

Longburn Adventist College

2 June 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.

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 to five years.

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 this action will improve the quality of their assessment systems and practice for national qualifications. These are:

| Action | Timeframe |
|--|-----------|
| Credible assessment practice to meet student needs | |
| Resubmission should be added to the Senior Student Academic Handbook under its own heading | Immediate |

For consideration

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

- monitor the effectiveness of internal moderation undertaken
- developing strategies to support students to register and use their NZQA Learner Login.



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27 July 2022

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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 10 August 2017 Managing National Assessment Report The school documents the completion of internal moderation processes. As discussed in the Internal Moderation section of this report, the school has identified next steps for further improvement in monitoring of internal moderation. Teachers now provide consistent information in course outlines by ensuring that they follow the guidelines in the staff handbook.

External moderation processes and response to outcomes The school have effective processes for responding to external moderation. The Principal's Nominee reads each report and annotates the changes required. Teachers provide a written report to him and to their Heads of Department. Where necessary an action plan is developed, monitored and completion signed off in a timely manner.

Digital submission of moderation has continued to increase from 70 percent in 2020 to 90 percent in 2021, allowing more timely feedback of the quality of the assessor judgements and assessment task from external moderators.

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 school is developing a culture of self-review to best meet the needs of students, and support opportunities for achievement. The Principal's Nominee, working with the senior leadership team, is effectively leading changes to assessment and building the capability of teachers to take ownership of their assessment practice.

Principal's Nominee supports teachers to manage assessment and moderation processes more effectively Teachers understand and follow school assessment requirements. Under the guidance of the Principal's Nominee, they are developing the confidence to take ownership of assessment practices and deliver consistent assessment opportunities. Once quality assurance processes are fully embedded, the school can be confident in its ability to provide credible assessment opportunities for all students.

Improvements to data management and use The management of assessment data has become more efficient, ensuring results reported to NZQA are complete, timely and accurate. Student academic progress is monitored by the Principal's Nominee and Deans. Interventions are initiated where students are identified as being at risk of not meeting personal goals and qualification requirements. Staff, students, and parents are kept well informed of individual progress towards qualifications by the Deans.

Credible assessment practice to meet student / ākongā 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)

Longburn Adventist College provides students with an increasing number of programme pathways. This increase has helped students to meet their academic and vocational learning and assessment needs and support them to achieve their qualification goals and career aspirations. Students are motivated to engage in learning and achieve through the availability of broader assessment opportunities.

Support students register and use their NZQA Learner Login The school could further support students to create their NZQA Learner login account to use the functions available through this portal. Most students engage in external assessment though only around two-thirds access their Learner login. Students can see their results through the online portal to the school's student management system. However, it is through their Learner Login that students can check the accuracy of their entries and the results reported to NZQA, access the platform to participate in digital examinations, order copies of their qualification certificates, request reviews or reconsiderations of external examination papers and print an official copy of their record of Achievement.

Ensure staff follow resubmission requirements The school must ensure staff understand and follow resubmission requirements. A resubmission may be offered at the teacher's discretion where they judge a student has made a minor error or omission that they can identify and correct on their own. For this process to be fully transparent and to promote consistent practice, resubmission should be added to the Senior Student Academic Handbook under its own subheading.

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)

Focus on reducing workload by considering sufficiency for grade verification

Teachers interviewed choose to verify grades for more samples of student work than required by NZQA. The school should provide staff with further guidance on how they can strategically select student work to ensure their grade verification sample is sufficient to confirm that grades awarded by each assessing teacher are at the standard. Strategic selection can 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. Considering factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed, will help to determine sample size.

Strengthen monitoring of internal moderation

As a next step the Principal's Nominee intends to strengthen the system to ensure the effectiveness of the internal moderation process undertaken by staff, rather than simply checking the compliance aspect of completed internal moderation cover sheets. This would ensure a more robust process undertaken by focusing on aspects such as the appropriateness of verifier used and evidence of discussions around borderline examples of student work having taken place. This more effective monitoring will provide confidence to senior leaders that any issues will be identified and addressed and that all results reported to NZQA have been quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākongā

Longburn Adventist College has effective processes and procedures for meeting the assessment needs of their students / ākongā by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing [targeted] support for students / ākongā at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide [open] opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Longburn Adventist College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākongā 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 / ākongā privacy in the issuing of student / ākongā results.

Effective internal and external moderation to assure assessment quality

Longburn Adventist 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
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student / ākongā 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.

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

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā 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

Longburn Adventist College effectively uses assessment-related data to support achievement outcomes for students / ākongā by:

- monitoring and tracking student / ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Longburn Adventist 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 / ākongā and teacher / kaiako 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

- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Longburn Adventist 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 / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' / ākonga success, such as the holding of parent gatherings.

Longburn Adventist College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- informing students/ ākonga about suitable learning pathways
- supporting students / ākonga 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 Longburn Adventist 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 / ākonga and families / whānau.

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 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
- Curriculum Policy Review Draft 2 April 2022
- *Longburn Adventist College Staff Academic Handbook 2022*
- *Senior Student Academic Handbook 2022*.

The School Relationship Manager met with:

- the Principal's Nominee
- Learning Leaders for:

- Mathematics
- Physical Education/Health
- Social Sciences
- Teachers / Kaiako of:
 - Biology
 - English
 - Media Studies/Photography
- three students.

There was a report-back session with 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 required. The Principal is currently on sabbatical leave and the Acting Principal was engaged in a Board of Trustees meeting.