

# **Managing National Assessment Report**

**Christchurch Adventist  
School**

**October 2024**

# FINDINGS OF THIS REVIEW

## Christchurch Adventist School

18 October 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 to five years.


At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

### Actions

#### Agreed actions

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

Action	Timeframe
<b>External and internal review</b>	
Develop, monitor and evaluate action plans for external moderation follow up.	Upon receipt of each external moderation report.
<b>Credible assessment practice to meet student needs</b>	
Update the staff and student handbooks annually to ensure that they are current, fit for purpose and reflect actual practice.	Immediate and on-going.



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20 November 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 21 March 2019 Managing National Assessment Report** The action identified in the previous report has been partially addressed, but the updating of staff and student handbooks still requires strengthening as detailed later in this report. The staff handbook was updated to include clear guidelines around authenticity and the student handbook has the required information on international fees and scholarship.

The school has also developed clear processes and guidelines for all practice examinations to meet NZQA requirements for collecting, justification or verification and the reporting of derived grades to resolve an action required in the derived grade audit completed in 2022.

**External moderation response to outcomes and processes** The school's response to external moderation outcomes needs to be strengthened by establishing a system to formalise external moderation follow up. Following receipt of each external moderation report, the Principal's Nominee needs to meet with the assessor to address the issue identified by NZQA's moderator and devise an action to resolve it. At this point, the review should evaluate whether the assessor and verifier had adequate access to available assessor support to make accurate assessor grade decisions consistent with the standard. Professional support provided by the school includes encouraging teachers to join subject associations, providing access to NZQA's Learning Management System, Pūtake, and developing relationships with other schools and subject specialists.

The Principal's Nominee needs to evaluate the effectiveness of each action plan and ensure that assessors have understood the feedback and have addressed issues appropriately. This step closes the moderation cycle for a particular standard and strengthens assessor understanding and confidence the next time the standard is assessed.

**Examination Centre Quality Assurance Check** Christchurch Adventist School has taken steps to ensure issues identified in the 2023 Quality Assurance check of the school's examination centre have been resolved.

### 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)*

Christchurch Adventist School is a small Year 1-13 school committed to meeting the needs of all its students, as well as supporting the special character of the school. The school's high achievement rates reflect the teacher's commitment to the success of their students. The Principal, Deputy Principal and the Principal's Nominee work closely together ensuring there is shared leadership, capability and ownership of quality assurance and credible assessment. There are no department heads, and most teachers are the sole subject specialist at the school. The school culture places importance on communication, collaboration and teachers supporting each other.

**Subject reviews** Each teacher provides a comprehensive review of their teaching programmes and assessments to the Principal and Deputy Principal at the beginning of the year. Teachers are required to analyse their achievement data from the previous year as well as looking at each programme they intend to offer through the following: successes, challenges, next steps and the impact of their programmes on their students. These discussions not only keep the senior leadership informed of each programme, but also helps inform change for the upcoming year.

All teachers interviewed review their programmes regularly either at the end of a topic or at the end of each term. They all spoke about the importance of student voice in their decision making for adjusting their teaching and learning programmes, as well as making sure the topic is current and of interest to the students. Teachers spoke of changing context to meet the interests of their students where applicable.

**Numeracy support for the NCEA Co-requisite** As a Year 1-13 school, Christchurch Adventist School expressed that it has the advantage of being able to implement programmes early in a student's learning path to best support them to achieve the numeracy requirement to gain a qualification. The school reviewed its achievement data for the numeracy Common Assessment Activities (CAAs) in 2023, alongside data from other standardised tests. To support numeracy understanding and development the school was quick to implement a numeracy programme to upskill all learners. At the time of this review, students who had been introduced to this programme had not yet reached the year level to sit the numeracy CAA but data from other standardised testing in Years 8 and 9 showed an improvement in results. The school is confident that this work will support student achievement in the numeracy CAA in future years.

**NCEA Change programme** The school is offering the full suite of the new Level 1 achievement standards. Teachers are engaging in professional learning where available and are involved in subject clusters outside the school to support the implementation of the new standards. Finding appropriate support has been a challenge in some areas, especially where there is only one subject expert in a subject. Teachers feel that the external moderation of the new standards has helped their understanding and assessment practice.

## **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)*

**Tracking and monitoring of student progress** The school has effective processes to track and monitor student progress towards gaining a NCEA qualification. It has recently reviewed its systems to ensure all students are tracked through a traffic light system and achievement predictor to identify those at risk of not achieving the literacy and numeracy requirements, or of not gaining a qualification. All senior students receive comprehensive guidance and mentoring with regards to career pathways, subject choices, and the tracking of their achievement. Wrap around support is provided with a number of initiatives put in place to ensure each student gains the qualification they are aiming for. These measures include alternative courses of study through outside providers, as well as subject teachers offering a different assessment where appropriate. The school has worked hard to put in a tracking system to ensure individual support for all its students. The outcome

from this close monitoring and tracking has seen improved achievement with most students gaining the qualification they are working towards.

Students requiring Special Assessment Conditions are identified through self, whānau or teacher referrals, and all staff are aware of the learning needs of these students to ensure they receive the support to which they are entitled. This provides these students with equitable access to all assessments they are attempting.

**Communication of Assessment procedures and policy** The school ensures that the students are well informed of all assessment related matters through assemblies, classroom teachers and individual conversations. The students spoken to were confident regarding what was required to gain a qualification as well as what they needed to know regarding internal assessments and the external assessments at the end of the year. As a small school, students spoke about the support they received and how the teachers knew who they were and what were their future goals. They felt this was important so they could thrive and achieve their intended targets.

**Ensure staff and student handbooks reflect current practice** Guides for staff and students must be reviewed by the Principal's Nominee and Senior Leaders on a regular basis to ensure that they are fit-for-purpose and accurately reflect current practice. Several required updates to documentation were identified in this review, including the new requirements to gain a qualification. By keeping these guidance documents current, the school will strengthen the support for teachers, particularly for those new to the school and/or less experienced with NCEA.

## **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)*

Monitoring of the internal moderation process is now consistent across all curriculum areas and is documented using the school's Internal Moderation Cover Sheet. The monitoring process by the Principal's Nominee, Deputy Principal and Principal ensures all results reported to NZQA are verified and credible. All moderation is stored in a shared drive which enables all steps of the process to be monitored. Within the drive teachers have a review of the task alongside clarifications, moderator reports, conditions of assessment and exemplars, strategic selection of student work for grade verification and the monitoring of the verification process. They also store student work ready for external moderation if required.

Staff use a variety of methods to verify grades awarded to samples of student work. Verification is undertaken by a subject expert usually from other schools as for most cases the school only has one subject expert in each curriculum area. If necessary, they will consult with a third set of eyes for greater clarification of a grade. All evidence is recorded on the Internal Moderation Cover Sheet. The school often finds it difficult to find appropriate verifiers but has strong relationships with a number of subject associations, as well as connecting with its sister schools in Palmerston North and Auckland for support as required.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Christchurch Adventist 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 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 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Christchurch Adventist 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**

**Christchurch Adventist 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 strategic selection of a sufficient 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.

**Christchurch Adventist School 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

## **Effective management and use of assessment-related data**

**Christchurch Adventist 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.

**Christchurch Adventist 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
- 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

## **Effective communication to inform staff, and students and their whānau about assessment**

**Christchurch Adventist 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, 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

**Christchurch Adventist 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 Christchurch Adventist 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 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 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
- *Christchurch Adventist School Student Handbook 2024*
- Curriculum Assessment Policy
- *NCEA Teacher Information Handbook 2024* Policy on Procedures for Assessment for National Qualifications

### **The School Relationship Manager met with:**

- the Principal's Nominee
- the Principal
- Teachers of:
  - Biology and Religious Studies
  - Chemistry and Digital Technology
  - Food and Nutrition
  - History Mathematics
  - Physical Education
- three students

There was a report-back session with the Principal, Deputy 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.