

Managing National Assessment Report

ACG Strathallan

May 2024

FINDINGS OF THIS REVIEW

ACG Strathallan

29 May 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 2021.

Action and considerations

Agreed action

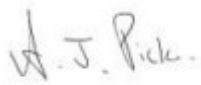
The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure that results are reported to NZQA in a timely manner.	Following the completion of the assessment and internal moderation process.

For consideration

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

- gathering student voice from students enrolled in NCEA standards to strengthen the review process
- regularly using external verifiers for internal moderation to help maintain assessor judgement capability.



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17 June 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 1 August 2018 Managing National Assessment Report

There were no action items identified in the previous report.

External moderation response to outcomes and processes The school has effective processes to respond to external moderation. The Principal's Nominee discusses the outcome with teachers to identify any improvement needed. The 2018 Managing National Assessment report encouraged the school to submit work for external moderation digitally where it is produced digitally. The Principal's Nominee implemented this process in 2019. All external moderation reports since the last review have returned as consistent with the standard. This provides the school with confidence that their internal moderation system is robust.

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)

Continuous evaluation of the school's NCEA English programme confirms that the students' needs are being met. Teachers use assessment results and moderation reports to analyse the effectiveness of the programme and report this analysis to the Principal. The programme is designed to provide students with a non-English speaking background with the literacy requirement to enter a university in New Zealand. Results show that the programme effectively achieves this outcome. From the previous report, the school was considering allowing domestic students to participate in the programme. This did happen for a couple of years before student demand declined.

Gathering student voice for course improvement Including student voice could strengthen the review process. The school conducts student and parent satisfaction surveys to provide a holistic view of overall school performance. The school is encouraged to also gather separate student voice from those students enrolled in NCEA standards, as this may provide useful insights for improving their experience in doing the English courses and affirm what the school is doing well.

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)

ACG Strathallan has a well-developed English programme that is effectively meeting the needs of its students with a non-English speaking background. A reading and writing course are run over two consecutive years with two standards offered in each course. Flexible deadlines are used to ensure students are assessed when they are ready and well prepared. Each year, a small number of students enter the New Zealand Scholarship examinations. The school has enjoyed good success with these in recent years.

Timely reporting of results required The school is required to report results to NZQA in a timely manner. This review found that some student results for standards that were assessed in 2023 had been reported well after results release. Timely reporting of results ensures that students can see their progress and achievement on their NZQA Learner Login, the results are recorded on their Record of Achievement, appropriate fees are collected, and their results are available to them if they leave the school or transfer to another. Results should be reported to NZQA following an adequate assessment opportunity and the completion of internal moderation.

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)

Effective moderation practices ACG Strathallan has a robust internal moderation system that ensures only credible results are reported. There are now two teachers, one experienced and the other beginning, with current assessment experience that allows them to internally verify results. The beginning teacher is the current teacher of the programme with support from the former teacher. The previous report encouraged the school to engage with suitably qualified colleagues in other schools to ensure capability is maintained. The school has done this, and the teachers engage with them to help clarify their understanding of a standard or to be a third pair of eyes if they are unable to agree on an assessment judgement. The beginning teacher has attended a Teachers New to NCEA workshop to strengthen their understanding of standards-based assessment and quality assurance. The teachers have also completed the relevant achievement standard modules and the Assessment Practice Tool on Pūtake, NZQA's learning management system, to check and reinforce their ability to make good assessment judgements. This is good practice that reinforces assessment quality.

To further strengthen assessor capability, the school is encouraged to regularly use an external verifier to provide feedback and help maintain assessor capability. Currently, each standard is selected for external moderation once every five years. Regularly using an external verifier can provide helpful feedback to ensure judgements remain accurate. Alternatively, the school could request more than one standard in a moderation cycle to get more targeted feedback. This will provide school leadership with further confidence that the school's capability to make appropriate assessment judgements is being maintained.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

ACG Strathallan 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
- 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.

ACG Strathallan 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

ACG Strathallan 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
- 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.

ACG Strathallan 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
- 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

ACG Strathallan 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
- reporting to the Principal an annual analysis of NCEA achievement to inform strategic goals and actions.

ACG Strathallan reports accurate achievement data by:

- checking Key Indicators and NZQA reports to identify and resolve any errors.

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

ACG Strathallan 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 receive outlines for courses they undertake
- 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.

ACG Strathallan assists common understanding of assessment practice by:

- 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 ACG Strathallan:

- 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
- *2024 Staff Handbook for NCEA Reading / Writing Courses, ACG Strathallan 2024*
- *Level 2 NCEA Writing, Student Handbook and course outline 2024, ACG Strathallan.*

The School Relationship Manager met with:

- the Principal's Nominee
- teachers of English
- 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

ACG Strathallan caters for students from Years 1 to 13. A small number of students from non-English speaking backgrounds are assessed against standards in English with the aim of meeting university entrance literacy requirements. These are the only NCEA standards offered by the school.