

Managing National Assessment Report

Hastings Christian School

June 2022

FINDINGS OF THIS REVIEW

Hastings Christian School

03 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 2021.

Actions and considerations

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	
Ensure the assessment documentation for staff and students is comprehensive, up to date and regularly reviewed for accuracy	By 1 September
Quality assurance to ensure the reporting of credible results	
Monitor the internal moderation process by routinely: <ul style="list-style-type: none">ensuring there is a robust critiquing process prior to assessing a standardchecking that student work for internal moderation is purposefully selected around grade boundarieschecking the number of pieces of student work teachers send to avoid over verification and help to manage grade verifier workloadchecking that verification decisions are explained on the Internal Moderation Cover Sheet	Immediately.
Strengthen external moderation follow-up by evaluating how effectively action plans resolve issues identified by NZQA moderators.	From 1 September

For consideration

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

- engaging with a Review of Achievement Standards pilot to prepare for future scaled-up digital assessment
- encouraging staff to store student work online to ensure student work can always be sent for external moderation
- developing a consistent process for gathering student voice as part of the department self-review process to inform change.

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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 14 September 2017 Managing National Assessment Report

There were no actions arising from the last *Managing National Assessment* review.

External moderation processes and response to outcomes Hastings Christian School has a longitudinal history of meeting NZQA's requirements, with a high level of consistency. Since 2017, sustained high agreement rates between the assessment judgements of teachers and the standard continue to indicate the effectiveness of the school's quality assurance processes. The school has an effective follow up process, which tracks outcomes from external moderation follow-up by subject area, over time. Appropriate interventions are put in place, including where necessary, additional oversight by a member of the Senior Management Team. A necessary next step is to evaluate whether the action in response to moderator feedback satisfactorily resolves the issue in any future assessment of the same standard.

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)

Hastings Christian School is a special character school committed to a regular cycle of curriculum review in the pursuit of excellence in academic achievement and to ensure programmes reflect the school's special character. Over the past five years, the school has maintained levels of attainment well above those of comparable schools by offering highly personalised programmes and wrap around support for students to achieve their academic goals. The school has high expectations of its staff, and celebrates the unique gifts, skills and abilities of each student. This combined with a culture of caring, a commitment to the recruitment of quality staff and small class sizes has led to consistently higher rates of Certificate Endorsement and University Entrance awards than schools of similar decile.

In the interest of student well-being and to enable students to better manage their workloads, Heads of Department and Teachers-in-Charge have been encouraged to offer no more than 20 credits in their courses. An additional benefit has been an improvement in the quality of assessment outcomes and the number of course endorsements. Members of staff reported that the professional mindset of teachers is frequently in evidence as they go above and beyond to reteach concepts and content, gather evidence in a variety of ways and address gaps in learning.

As part of its regular review cycle, the school introduced Deans at each year level from 9 to 13 to strengthen tracking of student progress and better identify students at risk of not gaining an NCEA qualification. Students engaged in NCEA have a check in March to determine whether their programmes will enable them to achieve their goals.

To accommodate the unique needs of each student, some programmes are highly personalised allowing:

- study in more than five subjects
- access to vocational training off campus
- provision of distance education, to offer subjects the school cannot provide.

The Year 12 Dean has oversight of all students' careers, e-learning, Gateway and Star needs. She checks in with each student once per week and personally tracks each senior student's pathway progress. This provides an extra layer of wrap-around support to ensure each student's success. Students are expected to maintain attendance at around 90 percent and contact with home ensures absence is always explained. This practice ensures consistency with the management of absences and missed/late assessment opportunities.

With the onset of the COVID pandemic in 2020, the Senior Management Team identified staff and students required better digital skills and resources for hybrid learning and assessment. The school contracted an external Ministry of Education accredited PLD facilitator to upskill teachers' digital competencies with new and existing digital technologies. With all teachers currently on board with Google Classroom and students moving from iPads to Chromebooks, there has been a positive impact on staff and student's ability to manage teaching, learning and assessment remotely and improved staff readiness for the rollout of the NCEA Change Programme in 2024.

Hastings Christian School is using its own processes of self-review based on data analysis and staff/student voice to build teacher capability and implement changes that will continue to improve assessment outcomes for all students.

Feedback from students surveyed during the pandemic has provided the school with valuable data to inform changes to programmes, contexts, and standards, and better support student well-being. Following the first-lockdown, a survey found that students appreciated the ability to review and revise videoed lessons, supporting better assessment outcomes. The school is committed to collecting student voice as it moves forward. delivering more teaching, learning and assessment digitally.

A number of departments interviewed regularly use student feedback to inform their process of self-review. However, this good practice is not yet carried out consistently across the whole school. In response to student feedback and as roll growth allows, additional courses have been added for Business Studies, Photography and an Alternative Mathematics course at Year 11 to better meet students' assessment needs and pathways.

Credible assessment practice to meet student 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)

Improved digital responsiveness The school is expanding digital assessment opportunities for students including the provision of devices, which are fit-for-purpose and supporting teachers to carry out credible assessment online through Google Classroom. Junior students benefit from learning keyboard skills to prepare them for future digital assessment. The school is encouraged to engage with a Review of Achievement Standards pilot in 2023 in preparation for scaling up digital assessment in 2024. Additionally, the school might consider adding instructions in the staff handbook on how to upload External Moderation to NZQA digitally to improve the process and prevent *Materials Not Received* notifications from NZQA.

Ensure staff and student handbooks are complete and comprehensive The staff and student handbooks are currently being refreshed. The following areas require editing to align with information on the NZQA website, including the NCEA Mythbusters:

- the school's missed and late assessment practices and procedures
- the rules regarding resubmissions and further assessment opportunities
- guidance on the provision and quality assurance of Derived Grades
- guidance to support students to access the Student and Learner Login
- guidance to support teachers to access the NZQA Learning Management System – Pūtake through their ESL login
- more information on Course Endorsement and University Entrance
- update NZQA's external moderation submission requirements.

Quality assurance 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)

Strengthen monitoring of internal moderation The Principal's Nominee should monitor the number of pieces of student work verified to help manage the workload of grade verifiers. The work should be purposefully selected from around grade boundaries and be sufficient to confirm the assessor's judgement is at the standard. The number of pieces selected should reflect the assessor's experience with the standard and their proficiency as an assessor.

To ensure that teachers create tasks and assessment schedules that meet the standard, the Principal's Nominee should monitor the critiquing process through the *Internal Moderation Cover Sheets* and an annual audit of each department to reconcile documentation with actual practice. Assessors should be:

- checking the clarification documents
- using appropriate exemplars
- supplying verification notes when grades are challenged, and be
- using appropriate subject experts as grade verifiers.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Hastings Christian School has effective processes and procedures for meeting the assessment needs of their 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
- identifying and providing targeted 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.

Hastings Christian 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Hastings Christian School has effective processes and procedures for managing internal moderation by:

- 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.

Hastings Christian School has effective processes and procedures for managing external moderation by:

- monitoring and documenting actions taken to address external moderation feedback using external moderation.

Effective management and use of assessment-related data

Hastings Christian 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Hastings Christian 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
- 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 and their families about assessment

Hastings Christian School has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- 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, such as, highlighting student success in the school newsletter.

Hastings Christian 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 Hastings Christian 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 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 2021 (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
- *Hastings Christian School Charter Strategic and Annual Plan for 2020-2022*
- *NCEA Student Handbook 2022 – Year 11*
- *NCEA Student Handbook 2022 – Year 12*
- *NCEA Student Handbook 2022 – Year 13*
- *NCEA Teachers’ Assessment Handbook 2022 (Staff Handbook)*
- *Principal’s Report for the BOT – February 2022*

The School Relationship Manager met with:

- the Principal’s Nominee
- Deputy Principal (Secondary)
- Heads of Department for:
 - Mathematics
 - Science
 - Technology
- Teachers-in Charge of:
 - Design and Visual Communication
 - Distance Learning, Careers, Gateway and Star
 - Physical Education
- four students.

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