

Managing National Assessment Report

Hamilton Christian School

June 2023

FINDINGS OF THIS REVIEW

Hamilton Christian School

13 June 2023

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 and considerations

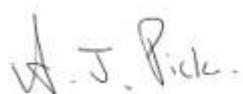
No action required

The school has no action items relating to the quality of its assessment systems.

For consideration

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

- participating in the Literacy and Numeracy I Te Reo Matatini me te Pāngarau Common Assessment Activities
- ensuring all staff have access to the Pūtake learning modules
- increasing student access to fair assessment by using school-based evidence for Special Assessment Condition applications
- determining the best timing for effectively introducing and reinforcing information about NZQA assessment.



Amanda Picken
Manager
School Quality Assurance and Liaison

28 July 2023

NZQA

0800 697 296

www.nzqa.govt.nz

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 25 May 2018 Managing National Assessment Report There were no agreed action items from this review.

External moderation response to outcomes and processes The school demonstrates an effective, comprehensive and prompt response to external moderation which contributes to upholding the credibility of the results reported to NZQA.

Upon receiving external moderation reports where assessment judgements are inconsistent with the standard, the Principal's Nominee, Team Leaders and relevant staff create an action plan to address and resolve issues. The Principal's Nominee monitors the completion of each action plan and ensures that the identified issues have been adequately resolved. Subsequently, the Principal's Nominee evaluates the internal moderation practices in light of external moderation feedback. This evaluation assesses the effectiveness of the implemented actions in addressing the identified issues and seeks to measure overall improvement and impact of the changes.

Ensure all teachers have access to NZQA's Learning Management System

Some teachers had been given access to NZQA's Learning Management System, Pūtake, but all would benefit, as it is here that teachers can find support for internal assessment by subject, and NZQA's new modules on authenticity and digital assessment. Teachers may need to be reminded that if they are assessing a standard for the first time or have changed the context of the standard, they can seek clarification from the moderator of that subject.

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)

Hamilton Christian School's self-review is centred on a school wide commitment that revolves around the holistic development of each individual, catering to their academic potential and meeting their specific needs. Through strong and effective leadership, the senior management team has nurtured a supportive and inclusive learning environment. Whilst the school recognises the significance of student success beyond pass rates alone, the removal of the Level 1 qualification has provided the school curriculum with increased flexibility. This newfound flexibility has allowed the school to design a learning programme that aligns with its students' Christian worldviews.

The school employs self-review processes, leveraging data analysis and input from staff and students, to evaluate its programmes and enact changes that minimise obstacles to success for all students. The school offers a range of differentiated academic and vocational pathways, including use of tertiary providers, distance learning and work experience opportunities.

Preparation for delivery of the NCEA corequisite for Literacy and Numeracy I Te Reo Matatini me te Pāngarau In order to effectively transition to a digital first approach as part of the NCEA Change Programme, the school intends to participate in the Common Assessment Activities (CAAs) before their mandatory implementation in 2024. Through involvement in these digital assessments, the school can observe students' interaction with their devices incorporating assistive technology, if required. This will also enhance teacher confidence in conducting these assessments. Previous involvement in digital external assessment has enabled the students to become familiar with the NZQA digital platform and the school to test its IT infrastructure and address any arising issues. It will also allow the school sufficient time to resolve any potential challenges and ensure a smooth transition.

Targeted Literacy and Numeracy support Another strategic focus of the school is supporting students to develop competencies in literacy and numeracy, including those that might not gain the corequisite in Year 10. Close tracking of students will allow for early identification, and targeted support beyond Year 10 may be required. Feedback from any students involved in the NCEA Change Programme pilot for the Literacy and Numeracy I Te Reo Matatini me te Pāngarau corequisite this year will assist the school to understand what student readiness looks like and inform future teaching and learning programmes.

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, TEO's assessing Achievement Standards and Candidates 2023).

Programme pathways responsive to student needs and promote achievement To provide relevant and engaging learning opportunities, Hamilton Christian School offers courses and assessment programmes that are differentiated to meet students' needs and aspirations. Those students undertaking off-site learning have a personalised programme to assist them manage their learning and assessment timeframes. To date a quarter of the senior school roll have accessed Gateway and Trades Academies, resulting in greater student engagement in their programmes of learning.

Enhanced provision of Special Assessment Hamilton Christian School has recently appointed a new Special Assessment Condition (SAC) coordinator. A school wide approach in identifying and assessing students in support of their applications for entitlement will continue to remove barriers to achievement in assessment. School based evidence can be used for applications to eliminate financial obstacles of an external report. Staff are well informed of student entitlements and appropriate assistance is provided for internal assessment and external exams.

Quality assured external grades reported Team Leaders and teachers interviewed described the importance of using appropriate material and assessment conditions to generate evidence that may be used for derived grades. This ensures that reported external grades are based on valid and standard-specific evidence and that decisions align with the requirements of the standard. Furthermore, the school consistently communicates high levels of results which could be used for derived grades to NZQA before the external examination period, providing senior leaders with confidence in the process.

Assessment information to students During the interviews, two of the three students demonstrated knowledge regarding the available resources and individuals

they could approach if they had any assessment concerns. They were familiar with a recently updated handbook, which effectively communicates the necessary information in clear and understandable language and focuses on enabling students to follow processes correctly. However, there were some gaps in understanding how NCEA functions as a qualification. Since Year 11 students are not actively participating in a complete NCEA programme, the school should consider the best timing to introduce and reinforce this information effectively.

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, TEO's assessing Achievement Standards and Candidates 2023).

Robust processes and monitoring of internal moderation The Principal's Nominee has established a rigorous process for monitoring internal moderation incorporating the use of the *Internal Moderation Cover Sheet* within the Student Management System. By transitioning to this digital approach, consistent practices have been established throughout the school, ensuring transparency in the timeliness of moderation, and identifying any issues that require attention.

The Team Leaders check the completion of the verification process and the Principals Nominee, through a system of checks confirms quality assurance of the reported results prior to publishing. These checks encompass a review of the *Internal Moderation Cover Sheet* to ensure verification of student work has been sufficient and purposeful, as well as the quality of verifier judgement statements. The Principal's Nominee also checks the use of verifiers, including external verifiers as appropriate, and the location of stored student work.

This robust system not only enhances consistent school-wide practice but also instils confidence in the senior leadership team that all standards assessed have been quality assured. Consequently, this helps ensure the reporting of credible results.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Hamilton Christian 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
- implementing strategies to provide open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Hamilton 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

Hamilton Christian 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.

Hamilton Christian 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
- 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

Hamilton 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
- 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.

Hamilton 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 about assessment

Hamilton Christian School 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
- 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.

Hamilton 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 Hamilton 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 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 Candidates 2023*.

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
- *Teacher Handbook, NCEA Assessment Policies & Procedures, Hamilton Christian School 2023*
- *Whānau Handbook, Hamilton Christian School website*
- *NCEA Student Handbook, Hamilton Christian School*

The School Relationship Manager met with:

- the Principal's Nominee
- Team Leaders for:
 - Humanities
 - Performing Arts
 - Science Technology Engineering and Mathematics
- Teacher in Charge of:
 - Chemistry
 - Mathematics
 - Visual Art
- three students.

There was a report-back session with the 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.