

Managing National Assessment Report

Southern Cross Campus

August 2022

FINDINGS OF THIS REVIEW

Southern Cross Campus

9 August 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 two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Ensure follow up to external moderation outcomes are monitored and address issues	Following the completion of 2022 external moderation reports
Internal moderation to ensure the reporting of credible results	
Strengthen the monitoring of internal moderation to ensure that only credible results are reported to NZQA.	To be reviewed in one year.

For consideration

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

- explore digital assessment opportunities.

A handwritten signature in black ink, appearing to read 'Kay Wilson', with a stylized, flowing script.

Kay Wilson
Manager
School Quality Assurance and Liaison

28 October 2022

NZQA

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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 5 July 2017 Managing National Assessment Report

Southern Cross Campus has resolved the three actions from 2017. The school provides clear guidance and procedures to all staff around resubmissions and further assessment opportunities to meet NZQA requirements, as well as clear information regarding what constitutes a sufficient sample of student work for internal moderation. The school has reviewed their assessment leadership and communication structures to ensure school-wide understanding and consistency of NCEA assessment practice.

External moderation processes and response to outcomes The 2021 and 2022 external moderation reports identified a high number of inconsistent assessor judgements of standards. The school should strengthen their processes for responding to external moderation outcomes to ensure issues identified in the reports are appropriately addressed.

Teachers need to develop effective responses to moderation feedback to address issues and their completion should be monitored by senior management to ensure issues are resolved. Examples of effective responses include reviewing the task, changing grade verifiers including using external verifiers, support from subject associations or best practice workshops.

An effective response to external moderation will further develop teachers' understanding of the standard and grade boundaries. This will support assessment decisions consistent with the standard where the moderator grade differs with teacher's decisions.

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)

All levels of the school are communicated with effectively to develop leadership and ownership of assessment practice and quality assurance systems, leading to improved teacher assessment practice.

Southern Cross Campus has reviewed the processes for reporting to the Senior Leadership Team on the management of NCEA assessment, to ensure all results reported to NZQA are credible. This has given reassurance that the process is robust and helps prevent the reporting of results that haven't been subject to the school's quality assurance process.

Heads of Learning regularly report to their Senior Team manager focusing on both student achievement patterns and agreement rates in external moderation. Line Managers are given feedback on identified issues to improve external moderation outcomes and meet professional learning needs, as required. Similarly, this good practice is shared with Heads of Learning Areas to build their assessor judgement

capability. Heads of Learning meetings also discuss best practice expectations relating to the school assessment policy, including how to address challenges to authenticity and the appropriate withdrawal of students from assessments.

Data to support student achievement In 2020 Southern Cross Campus staff began a targeted review of how to best meet student needs to engage them in learning and to support their academic achievement. This review examined achievement outcomes, attendance levels and measures of student wellbeing. As a consequence, Southern Cross Campus required teachers to take ownership of individual student progress and wellbeing through the introduction of a comprehensive monitoring and tracking process.

Across all levels of the school, including subject and pastoral teams, teachers engage students in discussion about their personal goals, attainment progress and career aspirations. Student data is documented, analysed and interventions to learning and assessment programmes appropriately made. The intended next step is for students to develop agency over their achievement and future opportunities.

The school's achievement outcomes indicate improved NCEA performance.

Purposeful department review Through their review of programmes, departments aim to provide students with meaningful courses of study. Student voice and data is used to inform course design and changes to their assessment programmes with the focus on meeting student career aspirations and assessment needs.

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)

Assessment practice supports student achievement Teachers use the flexibility of NCEA and provide individualised support to assist students to reach their potential. Staff offer students varied modes of assessments and differentiate programmes to match their learning styles. Students are assessed when ready and extra tuition is available.

Supporting achievement in Science, Technology, Engineering and Mathematics (STEM) The school is committed to providing equitable access to learning and career opportunities for Māori and Pacific students. The goal is to increase the number of students and see improved achievement in STEM subjects.

They engage with external providers to foster learning in these subjects. Examples of programmes being offered include the Apollo programme, South Pacific Indigenous Engineering students' (SPIES) network, P-Tec, and Techorium. The school is also working with Auckland University who provide extra tuition and mentoring.

Provide opportunities in digital assessments To prepare for the delivery of the new standards and the digital first approach of the NCEA change programme it is recommended the school engage in digital practice and end of year exams. The school's participation will familiarise them with the digital platform and provide information about their school's digital infrastructure and student access to devices. Involvement in Literacy and Numeracy, Te Reo Matatini me te Pāngarau co

requisites will also inform the school of any changes to teaching and learning programmes to enable students to meet these qualification requirements.

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)

Internal moderation monitoring requires strengthening Effective monitoring will provide the Senior Leaders' Up-line Managers with confidence that all results have been subject to quality assurance prior to being reported to NZQA. The school must reconcile internal moderation practice with documentation to identify issues that need resolving. Checks could include purposeful and sufficient selection of student work at grade boundaries and the quality of verifier feedback to inform assessment judgements. These enhancements are needed to help the school's internal moderation to ensure the reporting of credible results.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Southern Cross Campus 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
- 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
- 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.

Southern Cross Campus 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

Southern Cross Campus 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 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.

Southern Cross Campus 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

Southern Cross Campus 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.

Southern Cross Campus 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

Southern Cross Campus 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.

Southern Cross Campus 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 Southern Cross Campus:

- 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 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
- *SCC NZQA NCEA Assessment and moderation information for staff 2022* (Staff Handbook)
- *SCC NZQA NCEA Information for students 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee, Director and Principal
- Heads of Learning for:
 - ESOL
 - Health and Physical Education
 - Learning Support
 - Mathematics
 - Technology
 - Technology DVC
- three students / ākonga.

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