

Managing National Assessment Report

Ponatahi Christian School

May 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 2011*.

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 – five years.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2020.

Actions and considerations

Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
Credible assessment practice to meet student needs	
ensure staff understand and follow resubmission requirements	Immediate

For consideration

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

- implementing a stronger monitoring process so that the Principal's Nominee and Principal can be confident that all standards assessed have been subject to internal moderation.
- providing staff with further guidance on how they can strategically select student work to ensure their grade verification sample is sufficient to confirm that grades awarded are at the standard.
- review both the Staff and Student handbooks to ensure information is current and fit for purpose.

FINDINGS OF THIS REVIEW

External and internal review

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 26 October 2017 last Managing National Assessment Report

Ponatahi Christian School has developed a process to ensure that assessment results from the school's practice examinations are securely backed-up and available if required for derived or emergency grades.

External moderation processes and response to outcomes Historically, Ponatahi Christian School has had a stable assessor/moderator consistency rate. The new Principal's Nominee is keen to continue with this and acknowledges the impact that 2021 had on the school's moderation practices. The Principal's Nominee has started to develop new processes for responding to external moderation. The Principal's Nominee reads each report and annotates changes required. Teachers provide a response to the Principal's Nominee. Where necessary an action plan is developed and monitored by the Principal's Nominee.

Internal review

Evidence for 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)

Ponatahi Christian School are developing a culture of self-review. Assessment processes are being reviewed regularly, and change processes are evaluated. This has led to a variety of improvements. These include the use of Microsoft Teams for both student and teacher. Using appropriate local and contemporary contexts for assessment to engage students and assessing when ready.

The management of assessment data has become more efficient, ensuring results reported to NZQA are complete, timely and accurate. Student academic progress is monitored by the Principal, Principal's Nominee, and form tutors. Interventions are initiated where students are identified as being at risk of not meeting qualification requirements. Staff, students, and parents are kept well informed of individual progress towards qualifications by the Principal and form tutors.

Credible assessment practice to meet student needs

Evidence for 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)

Ponatahi Christian School provides students with access to an increasing number of academic and vocational learning and assessment opportunities, to help meet their academic needs and to prepare them to achieve their qualification goals.

Teachers are managing assessment and moderation processes more effectively and are supported by the new Principal's Nominee. Teachers understand and follow school assessment requirements. Once the quality assurance processes are fully embedded, the school can be confident in its ability to provide credible assessment opportunities for all students.

Ensure staff follow resubmission requirements The school must ensure staff understand and follow resubmission requirements. A resubmission may be offered at the teacher's discretion where they judge a student has made a minor error or omission that they can identify and correct on their own. Not all the teachers interviewed showed a clear understanding of when a resubmission should be provided, and two of the three students interviewed described situations where all students in a class were offered a resubmission. This does not meet NZQA requirements.

Quality assurance to ensure the reporting of credible results

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Focus on reducing workload by considering sufficiency for grade verification

The school should provide staff with further guidance on how they can strategically select student work to ensure their grade verification sample is sufficient to confirm that grades awarded are at the standard. Strategic selection can reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. Because of small class sizes, most staff usually get the grades on all student work verified. However, selection should be purposeful around grade boundaries, regardless of the number of students. Considering factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed, will help to determine sample size.

Strengthen the monitoring of internal moderation Internal moderation could be further strengthened by the Principal's Nominee reconciling completed Internal Moderation Cover Sheets with actual practice to provide confidence that all results reported to NZQA have been quality assured.

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Appendix 1: Effective Practice

Effective assessment practice to meet the needs students

Ponatahi 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 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 course 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- 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.

Ponatahi Christian School has effective processes and procedures for:

- managing missed or late 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

Ponatahi 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.

Ponatahi 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
- 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

Ponatahi 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.

Ponatahi 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 NZQA reports such as the Key Indicators to identify and resolve any errors
- having 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

Ponatahi 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.

Ponatahi 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 Ponatahi 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 2011* (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 to consider 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
- Ponatahi Christian School National Qualifications QMS 2022
- Ponatahi Christian School Student Handbook 2022
- Ponatahi Christian School BOT Assessment Policy
- Ponatahi Christian School Procedure for moderation of internal assessments 2022

The School Relationship Manager met with:

- the Principal's Nominee
- the Principal
- Teacher(s) of:
 - Mathematics
 - Sciences
 - Social Sciences
 - 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.