

Managing National Assessment Report

**Lake Taupō Christian
School**

October 2024

FINDINGS OF THIS REVIEW

Lake Taupō Christian School

16 October 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.

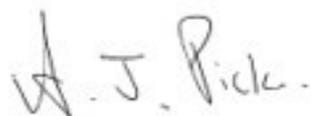
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions

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
Credible assessment practice to meet student needs	
Review assessment policies and procedures in preparation for further NCEA assessment in 2025.	Ready for the 2025 school year.
Internal moderation to ensure the reporting of credible results	
Document and monitor each part of the internal moderation process.	As each internal standard is assessed.



Amanda Picken
Manager
School Quality Assurance and Support

11 November 2024

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 30 October 2018 Managing National Assessment Report

This report required minor additions to the school assessment handbook. The action was completed at the time. Further development will be needed as the amount of assessment for NCEA offered by Lake Taupō Christian School increases.

External moderation response to outcomes and processes The school is submitting materials for external moderation for the first time in 2024, for two achievement standards. The school will use a feedback review and follow up template to ensure that any issues identified by external moderators are resolved.

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)

Effective review and leadership The school is continuing to actively review school-wide curriculum and assessment as it transitions to implement the New Zealand Curriculum and further assessment for NCEA from 2024. The review has been led by the Principal's Nominee and senior leadership team, working with junior staff, the school's parent community and Board of Trustees. The aim is to develop students' skills for learning and assessment within the school's faith tradition, as they are prepared for a broader range of academic and vocational pathways. The school has accessed professional support from the Ministry of Education and other external experts to support the shifts in teacher capability required for these developments. Teachers and students are enthusiastic about the broader range of learning and assessment that is beginning to be implemented in the school.

Programmes for senior students in 2024 and 2025 have been reviewed by students and parents, as well as by school leaders. The focus has been to monitor student progress towards both NCEA qualifications and their careers of interest. The Principal's Nominee and Acting Principal meet regularly to review student attainment and plan for further implementation of assessment for NCEA.

Implementation and review of Literacy and Numeracy assessments The school has administered the Literacy and Numeracy common assessment activities in 2024, reviewing students' preparedness for the standards and the digital assessment method after each event. Students have reported a positive experience. The school is continuing to review assessment programmes to ensure that younger students develop their assessment literacy skills as well as the standard-specific skills required to meet the co-requisite requirement for NCEA. The school is using tools such as e-aTTle and PATs to assist teachers and students to prepare for these assessments.

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)

Range of programmes to meet student needs The school offers an impressive range of courses and assessment programmes to meet student needs, despite having only a few senior students and one senior secondary teacher on staff. The Principal's Nominee teaches an Integrated Studies course that is assessed within the school. Year 11 students also study English, Mathematics, Science, and one self-selected subject through Te Aho o Te Kura Pounamu. Courses are also available through outside providers that enable students to develop a range of skills in trades, sport, and customer service. The school is exploring further options for 2025, including the use of Futures Academy and the Kōtui Ako Virtual Learning Network.

Review and develop school assessment policies and procedures The school needs to consider how to develop its assessment policies and procedures so that they continue to be fit for purpose when school-based assessment increases. At present, with one school-based NCEA teacher, most assessment knowledge is held by her as the Principal's Nominee. When other teachers are completing assessment processes such as internal moderation, these will need to be clearly communicated and monitored to ensure consistency. Similarly, as students are enrolled in more diverse and complete assessment programmes it will be important to ensure that they have ready access to their assessment rights and responsibilities. The school can use NZQA assessment guidance available online to help to develop their documentation, as well as the templates that will be available through their School Relationship Manager later in 2024.

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)

The Principal's Nominee has built supportive professional relationships with local schools and with other Christian schools to enable the completion of internal moderation for the small number of internal assessments offered this year at Lake Taupō Christian School. The outcomes of verification have been recorded on internal moderation cover sheets, and work stored for future reference and for external moderation if required. Senior leaders can be confident in the quality assurance of this year's reported results.

Document all parts of the internal moderation process The next step required in developing the school's quality assurance of internal assessment is to ensure that all parts of internal moderation are documented by the assessor. This will assure senior leaders that quality assurance has occurred and provide a reference for future assessment. The NZQA internal moderation cover sheet template includes reminders to note the source of the assessment task, the critiquing of all assessment materials, and the storage of student work. All these aspects of the process must be recorded, as well as comments from the verifier and the result reported by the school. A consistent approach to this documentation will be able to be scaled up when a broader range of assessments are completed as NCEA assessment develops within the school.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Lake Taupō 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
- providing opportunities for digital assessment including digital exams
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Lake Taupō Christian School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Lake Taupō 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.

Lake Taupō 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.

Effective management and use of assessment-related data

Lake Taupō 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.

Lake Taupō 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.

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

Lake Taupō 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
- 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.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Lake Taupō 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 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
- Senior School Assessment Procedures, Lake Taupō Christian School
- BOT Assessment policy, Lake Taupō Christian School.

The School Relationship Manager met with:

- the Principal's Nominee
- the Principal
- 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

Lake Taupō Christian School caters for students from years 1 to 13. Until 2024 the school had limited assessment for NCEA, using only Gateway courses with external providers. From this year the school is implementing the New Zealand Curriculum with NCEA assessment programmes leading to qualifications for year 11 and 12 students. The school's intention is to offer more school-based assessment for NCEA when staffing and student numbers permit.

Most assessment is occurring through external providers in 2024, including Te Aho o Te Kura Pounamu and Gateway. Students are also assessed against standards at school in an Integrated Studies course.