

# **Managing National Assessment Report**

## **Lake Taupo Christian School**

**October 2018**

## What this report is about

This report summarises NZQA's review of how Lake Taupo Christian School ensures that the relevant aspects of their Quality Management System effectively:

- manages internal and external moderation
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

This report evaluates the school's capacity to ensure the credibility when assessing and reporting a limited range of standards.

## Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) to maintain their consent to assess, in combination with the most recent Education Review Office report 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 2018* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 that enhance good assessment practice.

## What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment where relevant.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every four 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
- *Lake Taupo Christian School Policy: Assessment and Moderation for NZQA*
- *Lake Taupo Christian School NCEA Student Handbook*
- *Lake Taupo Christian School Staff Handbook*
- A sample of a course outline for a student in the Gateway course.

The School Relationship Manager met with the Principal's Nominee, the Gateway Coordinator and two students.

There was a report-back session with the Principal and the 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 Taupo Christian School caters for students from Years 1 to 13. A small number of students in Years 11 to 13 are assessed against standards in Gateway courses, to provide a pathway into employment or further study. Most students are not aiming to complete an NCEA qualification, however some students may work towards other New Zealand Certificates.

If the school's programmes do not meet their needs, students are given the opportunity to join a class at Tauhara College or enrol with Te Aho o Te Kura Pounamu.

In 2018 the school will report results for three standards using its own provider number. The remainder of reported results are from external providers.

# **SUMMARY**

## **Lake Taupo Christian School**

**30 October 2018**

### **Consent to assess confirmed**

This review found that the school is meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011 for assessment of the limited range of standards they offer.

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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2017.

### **What the school is doing well**

The school is meeting the needs of the small group of students being assessed against a limited range of standards on the New Zealand Qualifications Framework. Assessment programmes are reviewed and there are strong systems to ensure that grades submitted to NZQA are credible. Teachers and students share understanding about expectations.

The school addresses issues raised in external moderation and effectively manages its relationship with a range of external providers.

The Principal, Principal's Nominee and Gateway Coordinator are reviewing the current programmes and evaluating if any amendments are required to meet student needs. The Principal's Nominee will ensure that the current robust moderation practice will be extended to meet any changes. Where possible, the school is encouraged to request that a sample of any new standards be included for external moderation.

### **Areas for improvement**

This report contains some minor suggestions for the next edition of the staff and student handbooks.

The school agrees that noting the reasons for an assessment decision, particularly on work at grade boundaries, would mean the teachers can build up a set of benchmark samples when internally moderating. These can help in making future assessment decisions.

**Agreed action**

The school agreed on an action to improve the quality of their assessment systems. These are ensuring:

- the minor amendments to handbooks are completed.

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3 December 2018

**NZQA**

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# FINDINGS OF THIS REVIEW

## How effectively has the school responded to external and internal review?

### External review

*Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

**Action Items from 8 April 2014 Managing National Assessment Report** The recommendations of the 2014 Managing National Assessment review have been addressed.

**Response to external moderation outcomes** The outcomes of external moderation provide evidence that the school's internal moderation processes are effective. Evidence was sighted that the teacher and the Principal's Nominee addressed the incomplete submission issue identified in the 2017 external moderation round. There were no issues identified in 2018.

### Internal review

*Evidence found that the school is effectively 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)*

There is a range of evidence that demonstrates that the school is engaged in effective review to ensure that:

- learner needs are being met
- assessment is credible, and quality assured
- data is accurate, and achievement is tracked.

All students in the Gateway course are on an individual learning plan developed after discussion between the student, their parents, the Gateway Coordinator and the Senior Supervisor. The Principal's Nominee, who is also the Senior Supervisor, reviews how the needs of students are being met by talking with students and their parents. Outcomes are measured against student goals.

As part of ongoing review, the Principal's Nominee is investigating the use of Financial Capability and Careers unit standards. The Gateway Coordinator is evaluating whether the current compulsory standards offered continue to meet the needs of the learners. The Principal's Nominee is using an enquiry model to investigate whether a supported learning New Zealand Certificate programme is appropriate for some students. The school understands that this is intended for students with learning difficulties, including those with an intellectual disability.

The school is considering whether some students should be assessed against the NCEA literacy requirements using unit standards. These are tied to Step 4 on the *Read with Understanding* strand of the *Learning Progressions for Adult Literacy* rather than the New Zealand Curriculum and evidence must be gathered using naturally occurring evidence from a range of real contexts. The Principal's Nominee and Gateway coordinator understand the expectations.

**No action required**

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

## **How effectively does the school's assessment practice meet the needs of its students?**

*Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)*

**Needs of students met** The Gateway course has a compulsory component, with the remainder of each student's programme tailored to meet individual aspirations. The Gateway Coordinator has established strong connections with local employers and a range of training organisations. Students are well supported to provide authentic evidence as they complete the assessment tasks. Flexible deadlines mean that students are assessed when their learning indicates they are well prepared.

**Use of special assessment conditions** NZQA allows candidates with a specific learning disorder to use Special Assessment Conditions to allow them to access the appropriate level of the curriculum. Currently no students at Lake Taupo Christian School are using special conditions, as generally the conditions of assessment are flexible. The Principal's Nominee commented that this may change as part of the school's review of programmes.

The school understands that in addition to sensory, physical and medical conditions, only candidates with a specific learning disorder that directly impacts on their ability to be assessed fairly for National Qualifications, without providing unfair advantage over other candidates, will be approved.

**Managing Resubmissions** After attending this year's Principal's Nominees seminar at the start of the year it was identified that there may have been some confusion around the management of resubmissions. Practice in the school has been reviewed using the resources from the seminar NZQA's and NZQA's *Myth Buster* on resubmissions. The information in staff handbook is consistent with NZQA's expectations and there is no evidence that appropriate procedures are not being met.

### **No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.



## **How effectively does the school's internal and external moderation assure assessment quality?**

*Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)*

**Evidence of effective moderation processes** The school understands the purpose and requirements for internal moderation and has a robust process to ensure that these are met. Assessment material is critiqued prior to use and the school currently has the capacity for a subject specialist to effectively verify a sample of student work for all the standards offered. The Principal's Nominee confirms that if programme changes affect that capacity, teachers will engage with colleagues external to the school. Completion of all the steps are recorded on *Internal Moderation Cover Sheets* and these were sighted for standards the school has assessed this year.

NZQA suggests that annotating the reasons for an assessment decision would enable the school to build up a set of benchmark samples in the school's context. This can assist teachers to make assessment judgements consistent with the standard.

**Request new standards to be externally moderated** NZQA invites schools to request standards to be included in the external moderation plan. If, as a result of review, the school does make changes to the standards assessed in 2019, it is recommended that student work for some of these be externally moderated.

### **For consideration**

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- requesting that a sample of any new standards be included in the external moderation plan.

## **How effectively does the school manage and make use of assessment-related data?**

*Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

**Results data managed appropriately** The school submits data files regularly from April and prior to the key dates as expected by NZQA. Teachers check the accuracy of data held by NZQA on the school's login page. Students are assisted to register for their NZQA Learner login and are encouraged to check results and personal data.

### **No action required**

No issues with the school's management and use of assessment-related data were identified during this review.

## **How effectively does the school's communication inform staff, and students and their families about assessment?**

*Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

### **Lake Taupo Christian School demonstrates effective communication by:**

- providing students with individual course and assessment details
- encouraging students to set achievement goals and supporting them to understand expectations around assessment
- providing teachers with information about expectations and processes for credible assessment.

**Memoranda of understanding effectively managed** Lake Taupo Christian School engages with a large number of external providers. The Principal's Nominee ensures that there is a current memorandum of understanding with these providers and that student welfare is protected in any arrangements. Results are reconciled against the memoranda.

**Minor changes to handbooks** When the handbooks are next reviewed there are some suggestions to incorporate. The new version should:

- replace any reference to the NQF with the updated NZQF
- include links where appropriate to the NZQA website.

### **For consideration**

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- making the minor changes to the handbooks as outlined
- amending the handbooks to include links to the NZQA website where appropriate.