

# **Managing National Assessment Report**

**Sonrise Christian School**

**September 2023**

# FINDINGS OF THIS REVIEW

## Sonrise Christian School

5 September 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.

This is the school's first Managing National Assessment Review.

### Actions

#### Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>Credible assessment practice to meet student / ākonga needs</b>	
Report results for all internal standards or withdraw entries as appropriate	By December 1
Ensure that the staff assessment handbook is regularly reviewed and updated	By the start of 2024
Review the school's Derived Grade process to ensure it is consistently documented and all grades are reported to NZQA by November 1	Immediate
<b>Internal moderation to ensure the reporting of credible results</b>	
Use external moderation outcomes to evaluate the effectiveness of internal moderation processes	Immediate

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11 October 2023

**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)*

#### **This is the school's first Managing National Assessment Review**

**External moderation response to outcomes and processes** Teachers document responses to external moderation and action plans which the Principal's Nominee monitors. The school submitted external moderation for the first time in 2022 so the effectiveness of action plans is yet to be determined. External moderation results for 2023 indicate that the school needs to follow through with action plans developed through their response process as there is a contrast between the consistency rates over the last two years.

### 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)*

Sonrise Christian Secondary School is in the process of developing its internal review cycle, as this is only their second year of assessing standards. Student achievement data is analysed by teachers and a report is prepared for the Board of Trustees. Strong Christian values guide review and decision making which includes student and whānau consultation. Due to the limited number of students in Years 11-13, the school makes decisions based on their analysis of achievement and the individual needs of each student, and teacher capacity to deliver tailored learning programmes effectively. Where they are unable to offer courses that align with the students' aspirations and goals, they enrol them with Te Aho o Te Kura Pounamu. As a result of the review process, they are also engaging in the literacy and numeracy co-requisites this year.

**Developing partnerships with whānau and the community** The school is committed to the introduction of te reo Māori at all levels of the school, using local curriculum contexts and developing a bi-cultural approach to its curriculum. The school wants to raise the mana of te reo Māori and is strategically planning to build on the work currently underway in the junior school. The goal is that those students will take te reo Māori at Level 1. The school is currently connecting with other schools in the region to assist with strategic planning.

## Credible assessment practice to meet student/ ākongā 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)*

**Student centred learning and assessment** Students' goals and aspirations determine course development and assessment. Whilst the school's offerings are constrained by its small size, every step is taken to accommodate students' interests. Students are assessed when ready. Students review and discuss marked assessments with teachers on a regular basis, and teachers use these discussions as part of a review of their assessment practice. Students are given the opportunity

to achieve the qualification in the way that best suits them. Students report that the support they receive allows them to achieve to their potential. They regularly login to NZQA to check progress and have a good understanding of what is required to achieve NCEA.

**Assessment information** Whilst the school has an NCEA document based on assessment, moderation and reporting, the school needs to develop an assessment handbook. It needs to be more comprehensive to include clarification of resubmission, further assessment opportunities and breaches. This will remove any cause for confusion and ensure that there are no gaps in assessment knowledge and practice.

**Quality assured practice exam grades** The process of quality assuring practice exam grades for use as derived grades if required, needs to be documented. Teachers at the school have a clear understanding of the processes but they need to be documented to ensure assessment practice is consistent across learning areas.

**Reporting results to NZQA** The school needs to ensure all results are reported to NZQA, including quality assured results from practice examinations. As the school continues to assess standards, it is important that the Principal's Nominee is upskilled in the use of the student management system so that they can withdraw students from assessments as appropriate. This will ensure that student achievement data is accurate. They also need to report practice exam grades by the 1<sup>st</sup> of November so that if required they can be used as derived grades.

## **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)*

**Sound internal moderation processes established** Teachers take full ownership of the moderation processes which have produced external moderation results consistent with the expected standards. Tasks are critiqued prior to the assessment and once work has been marked it is sent to internal and external verifiers. Students sign off their grades and once the cover sheet has been completed, the grades are entered by the Principal's Nominee. The Principal's Nominee then scans the work to be stored digitally and also keeps the paper copies. This system currently works well for the school as student numbers in years 11 and 12 are small. Where assessors need support, the school has connections with several schools in the area who are willing to assist when needed. Results from external moderation need to drive review of how well internal moderation processes are working so that senior leaders can be confident that grades reported to NZQA are credible.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Sonrise 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals

**Sonrise 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
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Sonrise 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.

**Sonrise 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

## **Effective management and use of assessment-related data**

**Sonrise 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Sonrise 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
- 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**

### **Sonrise Christian School has effective processes and procedures for:**

- 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.

### **Sonrise 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 Sonrise 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:**

- Board of Trustees Curriculum/Assessment Policy Statement, Sonrise Christian School 2023
- NCEA Assessment, Moderation and Reporting Procedures, Sonrise Senior Christian School 2023

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Teachers in Charge of:
  - Business Studies
  - Economics
  - English
  - History
  - Mathematics
  - Religious Studies
  - Science
- 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.