

# **Managing National Assessment Report**

## **Southern Health School**

**June 2023**

# FINDINGS OF THIS REVIEW

## Southern Health School

15 June 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.

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

### Actions and considerations

#### Agreed actions

The school agreed that this action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
<b>Credible assessment practice to meet student / ākongā needs</b>	
Monitor and ensure that all results are reported to NZQA in a timely manner.	Ongoing and within current academic year deadlines

#### For consideration

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

- producing a best practice guide to support consistent assessment practices and quality assurance across all staff.

A. J. Picken.

Amanda Picken  
Manager  
School Quality Assurance and Liaison

26 July 2023

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://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 28 March 2018 Managing National Assessment Report** The school has addressed the action item from the previous report. They have updated the student information booklet and assessment sheets for staff, providing clear information to help ensure that staff and students are aware of and follow the required assessment practices.

The Principal's Nominee has provided clarification on the 'assess when ready' guidelines and has collaborated with the staff to minimise the need for extensions and late submissions. Strategies to support students to produce authentic work when using digital tools are included in the student booklet. The requirements of the *Privacy Act 2020* have been documented in terms of student results and the use of their work. School information includes the new requirements that a range of assessment results are submitted for external moderation.

**External moderation response to outcomes and processes** Southern Health School has robust systems to address external moderation outcomes and ensure thorough monitoring of the completion and effectiveness of any resulting action plans.

On return of the external moderation reports where issues have been identified the Unit Standard Co-ordinator works with the appropriate staff member to develop an action plan to address the issue. The Principal's Nominee monitors the completion of each action plan and that it has resolved the issue identified.

There continues to be a high level of consistency between the judgements of assessors and NZQA moderators. This provides the Principal's Nominee confidence that results submitted to NZQA are credible.

### 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)*

The expansion of the Leadership team related to roll growth combined with well-defined responsibilities has provided greater support for building teacher assessment understanding and capacity. Southern Health School's roll has grown considerably in the last 5 years, and this has led to the review of the structure and responsibilities within their Senior Leadership team. With around a third more students and teachers, restructure was essential. The school has appointed two additional senior leaders and six Team Leaders to manage the increased workload. Staff described the enhanced support of their assessment practice by the Team Leaders and increased school-wide monitoring from the Principal's Nominee and the Unit Standard Coordinator, to foster consistent practice at all levels of the school.

**Continual review of assessment information for staff** The Principal's Nominee sees the production of a best practice guide for teachers on credible assessment and quality assurance as an essential tool to support consistent practice. With many of

the teachers working in isolation around different parts of the South Island, measures to ensure consistency of practice are necessary. The Unit Standard Co-ordinator and the Principal's Nominee are quick to pick up any discrepancies of practice through the internal moderation process where every standard assessed is verified by the Coordinator. The guide would include how to manage assessments through Te Ao o Te Kura Pounamu and /or the students home school of enrolment. Compliance with NZQA assessment rules continue to be a priority for teachers and senior leaders at Southern Health School. A best practice guide will provide support for all staff and fair assessment for students.

**Preparing for the upcoming NCEA Change Programme** With the upcoming changes to NCEA, the Southern Health School is reviewing its role in supporting students' progress towards qualification completion. The school believes it can provide students with the opportunity to fulfil the literacy and numeracy requirements of the qualification. The Principal's Nominee has already implemented the use of Assessment Master for literacy and numeracy assessments in collaboration with the school of enrolment. The school is now considering the logistics and management of extending this practice to students across all 17 school sites. The next steps involve providing professional learning to all teachers so they can support digital assessment, as well as any other digital assessments, at any of their school sites.

**Student Passport** 'Te Whare Tapa Wha', the student passport is intended to promote student agency and ownership of their learning pathway. The school is currently conducting a trial to evaluate whether this record is meeting this purpose. The passport documents the students starting point upon their entry into the school and tracks their progress until they leave. It serves as their learning journey throughout their time at Southern Health School. The document identifies students' strengths and understanding of their preferred learning methods. It is intended to be a resource that students can share with their teachers at their home school and their families. Following the trial, which will have input from students, staff and parents, the school intends to redesign the passport to enhance its relevancy and effect, as needed.

## **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, TEO's assessing Achievement Standards and Candidates 2023).*

**Extending the support for students and their pathways** The school is striving to expand the range of courses offered to better meet the unique needs of their students. The school feels it is crucial to strike a balance between addressing the students' health needs and providing a meaningful pathway programme that is relevant to their future. To further support students, the school has appointed a Careers Coordinator who is exploring a new programme. This new course aims to showcase available career pathways and prepare students for employment if that is their goal. Course development involves collaborating with external providers such as Ara and Vision College. The goal is to eventually make this careers programme available to all students in the regions. At this early stage, the school does not have data on the programme's effectiveness, but the Careers Coordinator believes that students are more engaged in this career-oriented programme. For Southern Health School enrolled students (Section 37) it provides an important meaningful pathway and future options.

**Timely reporting of student achievement results needed** The school endeavours to ensure that all results are reported to NZQA within an appropriate timeframe. The school of enrolment is responsible for reporting the grades achieved by their students, using the appropriate provider code, typically that of Te Aho o Te Kura Pounamu or Southern Health School. Occasionally, the school of enrolment may be delayed in responding to the Principal's Nominee's request to report grades, resulting in the non-entry of results. This puts students at risk of not attaining the qualification they have been working towards, which can further increase their anxiety and uncertainty about their educational future. For students enrolled at Southern Health School, there are a few instances where they have not been entered in an NZQA assessment before December 1 final data file submission and achieve results after this date. During the review, the Principal's Nominee and School Relationship Manager identified possible solutions to address both data issues.

**Individual Learning Plans to meet student needs** The school prioritises individual student needs and agency when collaboratively developing learning and assessment programmes. Upon enrolment at Southern Health School, each student is assigned a teacher who is responsible for their individualised learning plan. These plans are developed in collaboration with the student, their health team, the dean from their school of enrolment, and in some cases, their family. The allocated teacher continuously monitors the student's progress and regularly reviews and adjusts their learning and assessment plan to accommodate their specific needs and capabilities.

To support students, a variety of assessment strategies are used. These strategies include assessing students when ready and using diverse methods to gather evidence of achievement such as verbal communication, workbooks, power points, and visual aids. Teachers' primary focus for these students is engagement, and in certain cases, re-engagement in the learning process is crucial to foster self-belief and self-esteem.

## **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).*

**Robust internal moderation processes** The school has implemented robust processes to ensure the credibility of results reported to NZQA. Because of these processes senior leaders can be confident that assessor judgements are consistent with the standard.

Before being used, all internally assessed standards undergo a thorough critique by the Unit Standard Coordinator, who holds responsibility for the quality assurance of all Unit Standards assessed at the school. After each assessment, the Coordinator verifies the authenticity and accuracy of the assessor grade for each piece of student work. Since assessments are often conducted by different teachers across various school sites, the Unit Standard Coordinator uses this process to assist teachers to develop a deeper understanding of the material they are teaching and knowledge about the assessment requirements and schedule. When necessary, the Coordinator provides support to teachers to enhance their practice related to the assessment standard.

The school has effective partnerships with Te Aho o Te Kura Pounamu and/or the school of enrolment, and teachers ensure that the internal moderation processes

specified by these providers are followed. The Principal's Nominee takes responsibility for monitoring the completion of all internal moderation processes, which includes reviewing the documentation of the steps involved and ensuring that the verification process is appropriately discussed and documented.

## **Appendix 1: Effective Practice**

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

**Southern Health 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 participation in the literacy and numeracy corequisite
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals

**Southern Health School 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
- safeguarding student privacy in the issuing of student results.



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

**Southern Health 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
- 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 Health 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

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

**Southern Health 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Southern Health School reports accurate achievement data by:**

- 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 Health 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
- 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 Health 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 Southern Health 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:

- information on their actions and self-review since the last Managing National Assessment report
- *Curriculum Document Southern Health School (Staff Handbook)*
- *Assessment Information for Students, Southern Health School 2023 (Student Handbook)*.
- *Assessment Policy Reviewed 2020*
- *Assessment Practice and Gathering Evidence*
- *Managing Authenticity*
- *Further Opportunities for Assessment and Resubmission*

### The School Relationship Manager met with:

- the Principal's Nominee
- Unit Standards Coordinator
- Career Development Coordinator / classroom teacher.

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

Southern Health School is in Christchurch and operates community classrooms in three health-funded facilities, with 17 sites across the South Island. Students can be taught from their homes, hospitals, or one of the school's community classrooms. Teachers at all community classrooms assess selected unit standards.

Most students under the care of the Southern Health School remain on the roll of their school of enrolment (SOE). The majority of assessment occurs under the protocols of Te Aho o Te Kura Pounamu (Te Kura) or the SOE.

Additionally, a number of students are enrolled at Southern Health School through Section 37 of the Education Act where they are directed by the Ministry of Education to enrol and attend.