# Managing National Assessment Report

# Elim Christian College

**May 2023**

# FINDINGS OF THIS REVIEW

## Elim Christian College

## 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 highly 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 2022.

**No action required.**

The school has no action items relating to the quality of their assessment systems.


**For consideration**

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

- using Pūtake to support teachers' management of external moderation processes.


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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)*

**Action Items from 23 March 2019 Managing National Assessment Report** The school has addressed the action items arising from the last review. As outlined in this report the monitoring of internal moderation by Senior Management has been strengthened, the verification processes for the reporting of derived grades have been clarified and documentation on resubmissions updated. As a consequence, the school can have a high level of assurance that it is complying with the requirements of its consent to assess.

**External moderation response to outcomes and processes** The school continues to maintain effective processes for responding to external moderation outcomes. Since the last review, this is evident in the continuing improvement in the level of consistent agreement between teacher judgements and the national standard for samples of student work submitted for external moderation.

Teachers interviewed for the review provided documented strategies they had used to address Not Yet Consistent or Not Consistent outcomes for standards in their subjects. Outcomes are shared with the Principal's Nominee as part of each Learning Area's annual reporting process. Strategies used include changing tasks and schedules to reflect moderator comments and seeking advice and support from external subject experts and subject associations. It was suggested during the review that in the future greater use could be made of the NZQA Learning Management System Pūtake to engage in professional dialogue with moderators on the expectations of student evidence required to meet the requirements of a particular standard.

**ERO report highlights effective leadership supporting student achievement** The 2020 Education Review Office report highlighted the school has *a clear vision for student outcomes and high expectations for engagement and achievement which are strategically prioritised, planned for and resourced.*" This vision was evident in the highly effective assessment and moderation processes identified in this review.

## 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)*

Self-review is purposeful and an embedded practice in the school underpinned by clear strategic learning and assessment goals, supported by effective data analysis. Staff voice is an essential element in this process at all levels of the school's operation.

Improvements in student engagement, teaching and learning programmes and rates of student achievement are based on positive relationships between teachers and their students. Staff consistently focus on the school's current strategic goals; improving student achievement by empowering them to take ownership of their learning and increasing participation in assessment opportunities.

**Focus on improving literacy skills across all subjects**   The school is a member of the South East Auckland Christian Kāhui Ako which is currently focused on improving students' literacy skills. All NCEA students engage weekly in a literacy period through their Tutor Groups. They follow a programme that supports the development of literacy skills, which are then applied to their assessment activities in all subjects. Students interviewed for the review stated that all their teachers now comment on spelling, punctuation, and sentence structure when marking their tests and assignments. This initiative will help students in their preparation for the Literacy Numeracy co-requisite and increase options for the potential pathways they want to follow.

**Student engagement in relevant pathways**   All students are engaged in careers education to support them to investigate appropriate pathways that reflect their abilities and aspirations. Tutor Group teachers use the Careers Central website to encourage students to explore vocational options. Regular Career Assemblies are held where former students describe their qualification and occupation journeys to provide students with a realistic picture of what to expect. The three students interviewed for the review had a very clear idea about their career direction and were realistic about the strategies required to achieve that goal.

**Developing remote learning and assessment**   Remote learning and assessment is becoming a normalised learning and assessment option. The school has been enhancing its capacity as it operates over three campuses: Botany, Mount Albert and Golflands. As a consequence, students now have a more flexible timetable that provides a greater selection of options. Although senior management did comment that physical one to one relationship between teachers, students and caregivers is the most desirable option, Career and NCEA parent information evenings are also pre-recorded to engage more parents and caregivers.

**Regular review and professional development**   All teachers are required to complete projects to inform and improve practice as part of their Professional Growth Cycle. Regular meetings between Heads of Department and teachers is the basis of review and professional capability development to deliver credible assessment and ensure school-wide ownership of these processes. Many projects have a NCEA assessment focus. For example, recent projects have focused on enhancing success for Māori students as Māori which is reflected in improvements in STEM outcomes for these students.

## 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.*

**Consistent Assessment Practice School-wide**   Senior school leaders across the school's three campuses have been appointed to ensure consistent assessment practice school-wide. This is enhanced by strong and effective leadership from the Principal's Nominee.

All teachers and students interviewed for the review were aware of the school's expectations the school to deliver credible assessment. Communication to staff and students in digital and physical formats is clear, appropriate and reinforced at regular staff meetings, Heads of Department meetings, report and career evenings and student assemblies. Annual assessment calendars are produced for all subjects and assessment dates published regularly to manage workloads and support planning for

other school activities. Processes for breaches, resubmissions, further assessment opportunities and missed and late practices are robust, clear and regularly updated.

Authenticity has been a recent focus in staff discussions with the development of Artificial Intelligence (AI) which students can access to complete assessment opportunities. Teachers have identified that AI can be a useful teaching tool and some teachers have acknowledged it in their course design, but with a clear direction to students that information sourced from AI needs to be referenced, and that work presented for assessment is their own.

**Meeting Student Needs**   To engage and motivate students in teaching and learning the school is inclusive in its assessment strategies. Where appropriate, students are assessed when ready and learning support is available for identified students requiring Special Assessment Conditions. These students are mainly identified using school-based evidence.

Whānau and Tutor Group teachers identify at risk learners using student achievement progress data provided monthly. Strategies to re-engage students are tailored to the needs of the student and progress is closely monitored with regular contact with parents and caregivers. Students interviewed for the review appreciated the support they had received from their Tutor Group Teachers in discussions on future pathways.

**Accurate and Timely Data Processes**   The school is well served by an efficient Data Manager who has developed and maintained highly effective practices. In 2022 the school had no entries with results not reported and minimal late entries and results.

Heads of Department reports are reflective and inform Senior Leadership and the Board of Trustees on next steps to address issues. These data reports are published regularly and identify students at risk of not completing qualifications. Annual data reports are used to support Heads of Department to analyse results and review practice.

Memoranda of Understanding with external providers are current and actively used to manage these relationships to ensure student interests are protected and credible results are reported maintaining confidence in the qualification.

Currently the Data Manager is investigating using the School Management System to effectively track the completion of internal moderation processes for all standards assessed where results are reported.

## *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 Monitoring Process**   Internal Moderation is effectively quality assured following suggested improvements from the last Managing National Assessment review. This illustrates the school's effective response to external review.

Internal moderation documentation is now stored digitally and is visible to the Principal's Nominee and the Data Manager. This documentation includes task critiquing, discussions with subject specialist verifiers and the final grade to be awarded. Samples selected for internal moderation are sufficient and purposefully selected. Results are not reported until this documentation is completed.

This process is actively managed by the Principal's Nominee and Data Manager who review each department's practices annually.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Elim Christian College has effective processes and procedures for meeting the assessment needs of their 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 and extending the school's Consent to Assess if required

- 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

- 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.

**Elim Christian College 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

- 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

**Elim Christian College 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.

**Elim Christian College 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

**Elim Christian College 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.

**Elim Christian College 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

**Elim Christian College 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

- celebrating students' success.

**Elim Christian College 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 Elim Christian College:**

- 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
- Elim Christian College Assessment for National Qualifications. Appendix 13
- Elim Christian College Assessment for National Qualifications Policies and Procedures. Appendix 8
- Elim Christian College Curriculum Delivery Policy: NAG 1
- Elim Christian College Procedure: Assessment
- Elim Christian College Reporting Student Progress and Achievement Policy

**The School Relationship Manager met with:**

- the Principal's Nominee
- Heads Department for:
  - English
  - Mathematics
  - Religious Studies
  - Science
  - Social Studies
  - Visual Arts
- three students

There was a report-back session with the Principal, Deputy Principal, 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.