

Managing National Assessment Report

Glenfield College

July 2023

FINDINGS OF THIS REVIEW

Glenfield College

18 July 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

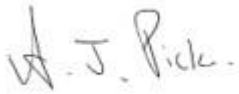
The school agreed that the following action will improve the quality of its assessment systems and practice for national qualifications. This is:

| Action | Timeframe |
|---|------------------------|
| External and internal review | |
| Evaluate the effectiveness of actions in response to external moderation reports to ensure that the required improvements are made. | Immediate and ongoing. |

For consideration

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

- reviewing specific sections of the staff and student handbooks as mentioned in this report.



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11 September 2023

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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 16 May 2018 Managing National Assessment Report The school has effectively addressed four action items from the 2018 report. School-based evidence is used to identify most students who may be entitled to special assessment conditions. As part of internal moderation practice, sufficient selection for verification of internal moderation is now an embedded practice. The staff handbook has been updated to reflect this requirement. The Principal's Nominee has introduced a centralised system for storing and monitoring the currency of Memoranda of Understanding. To align with other changes in digital systems, and as a next step she plans to digitise this system.

External moderation response to outcomes and processes Follow-up processes need to be strengthened to address closure of the school's Response to External Moderation Action Plans. There needs to be a more consistent process for evaluation of the effectiveness of these changes. Evaluating the completed actions outlined in the Response to External Moderation will allow the school to use its external moderation feedback as a lens to measure the effectiveness of internal moderation processes within and across departments. In addition, it will help to ensure the school is making the required improvements identified in the reports to address the variable consistency rate of assessor judgements with the standard over the past five years. In several departments there is an ongoing pattern of inconsistency.

Line Managers develop plans for those reports that are not consistent with the standard. Actions include a change of verifier, professional development support or adjustments to assessment schedules. Heads of Department record actions for those reports that are not yet consistent and follow up changes before standards are offered again.

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)

Review identifies the need for succession planning Senior Leaders identified the need to review succession planning over the year prior to the appointment of a new Principal's Nominee to maintain institutional knowledge and provide professional development. The new Principal's Nominee role-shares part of this work with a Deputy Principal. This team's reflective approach is strengthening discussion and feedback on NZQA matters at regular meetings across all levels of the school. Such evaluative self-review of assessment practice and quality assurance processes leads to improvements in the identification and resolution of issues.

Review supports readiness for digital assessment The school has effectively identified the need to transition to digital assessment to meet student learning preference and assessment needs. It completed a review of digital capacity to support and prepare for ongoing rollout of a range of new digitally focused courses and assessment between now and 2026. It has tested this by trialling the NCEA co-requisite to gauge capacity for change. The review has provided the school with

assurance that it is ready to offer digital assessment at scale. Years 9 and 10 students now work fully digitally on their own devices. The school supports the transition towards Level 1 NCEA in 2024 through provision of additional devices where needed.

Effective review of communications systems and handbooks The Principal's Nominee leads an effective review of communications and handbooks are mainly current and comprehensive. These are now available on the school and staff websites. The Principal's Nominee reinforces any NCEA updates at staff meetings and advice is reiterated through department meetings. This supports effective practice.

Following this review consideration can be given to two further sections of staff and student handbooks to strengthen communications and as part of ongoing review. These include development of sections on:

- applying the *Privacy Act 2020*
- collecting oral evidence.

The former is partial and needs to develop policy on requesting student permission to retain exemplars. The latter could currently be misinterpreted to mean that a teacher checklist, rather than a requirement for stored oral evidence is sufficient.

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)

Structured mentoring programme supports career goals and pathways A twice-weekly Year 11-13 mentoring programme in small groups delivers a responsive means to support student progress towards NCEA achievement. Any relevant detail is provided by senior deans who share data weekly at senior leadership team meeting and can hold feedback conversations to support mentors. This allows courses to be individualised as needed. The Gateway programme, extensions of consent to assess and conversations with students and their families support the flexibility of NCEA to deliver both academic and vocational pathways. Effective careers advice is provided so that students can articulate and set goals for their futures. Biannual conferencing between mentors, mentees and whānau supports attainment towards individual and schoolwide goals to “strive, belong and succeed”.

Engaging Māori and Pacific students and supporting their achievement The school is addressing equity of access to achievement and future opportunities for Māori and Pacific students. Senior Leadership closely tracks and evaluates their academic success fortnightly through a student progress spreadsheet. The Teacher in Charge of Māori and the Services Academy Director mentor students through making appropriate changes to their Individualised Learning Programmes. The school runs a whānau class and both students and teachers interviewed commented that this class builds self-confidence, career aspiration and self-belief in priority learners. The school's own Science, Technology, Engineering and Mathematics (STEM) attainment data shows success for seventy per cent of students entered for one of these subjects at Level 3. As a next step consideration can be given to course design to ensure ongoing accessibility for students aspiring to University Entrance.

Effective use of data informs course planning to meet student needs

Departments ensure coherent use of data to inform their course planning to meet

student needs. The school's data analysis template has become more collaborative and transparent so that teachers now complete their own unit analysis to contribute to discussions in departments or with line managers for the purpose of continuous improvement. This provides effective evidence to support changes to courses, standards and contexts that meet student needs. For example, the school offers a wide range of vocational pathways, such as health, services and retail pathways, and academic pathways and the use of the flexibility of NCEA supports students in moving towards their chosen career and academic goals.

Strong leadership of Special Assessment Conditions Effective leadership and resourcing have been pivotal to developing the school's inclusive Learning Support Programme. The Head of Learning Support supports the removal of stigma, offering professional development workshops, and ensuring equity by normalising the use of school-based evidence to meet individual learning needs. Detailed learning profiles are held on the school's student management system and support the expectation that all teachers will understand the needs of students who may be entitled to special assessment conditions. In addition, resourcing includes the presence of teacher aides in classrooms. This is effective practice, providing students with access to fair assessment and achievement.

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)

Increasingly robust internal moderation processes This year a schoolwide decision to improve transparency of internal moderation practice and provide greater ease in managing this system was supported by the shift of all processes to the student management system. This workflow allows improved checking of critiquing, verification and storage of exemplars by Heads of Departments and completion of a final check before results are reported to NZQA by the Principal's Nominee. This is good practice to ensure that all internal moderation materials are stored for quality assurance purposes.

As a Google school, Glenfield College retains student evidence in a consistent manner. It also ensures all materials are available for external moderation if requested by NZQA.

Managing verification processes Single teacher departments show a clear understanding of the need to use suitably qualified subject specialists as grade verifiers where there is limited capacity within the school. These teachers use external verifiers. The school ensures that teachers new to NCEA complete a larger proportion of verification than those who have a deepened understanding of the standard through assessment experience and a history of consistent external moderation feedback. This provides senior management assurance the system is being used to develop professional understanding of assessment.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Glenfield College 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 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 targeted 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.

Glenfield 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.

Effective internal and external moderation to assure assessment quality

Glenfield 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.

Glenfield 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.

Effective management and use of assessment-related data

Glenfield 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 a 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.

Glenfield 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

Glenfield College 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, such as the holding of parent gatherings.

Glenfield 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 Glenfield 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
- *Glenfield College Assessment Support 2023* (Staff Handbook)
- *Glenfield College Assessment Support 2023* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal for Curriculum and Assessment
- Heads of Department for:
 - Learning Support
 - Physical Education
 - Science
 - Technology
- Teachers in Charge of:
 - Careers/Pathways/Tourism/Year 13 Dean
 - Outdoor Education/Year 12 Dean
- three students.

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