

# **Managing National Assessment Report**

## **Auckland Girls' Grammar School**

**May 2022**

# FINDINGS OF THIS REVIEW

## Auckland Girls' Grammar School

17 May 2022

### 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 2021*.

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

Action	Timeframe
<b>External and internal review</b>	
Review the 'Assessment Guidelines for Teachers' to ensure it is current for all learning areas.	Draft to be completed by October, with final version ready for next year.
<b>Credible assessment practice to meet student / ākonga needs</b>	
Ensure all NCEA students register for and access their NZQA Learner Login.	By the end of Term 3.
Develop processes to identify eligible students and trial possible ways they could be supported for Special Assessment Conditions before they reach Year 11.	Ongoing 2022 with systems in place for 2023.
<b>Internal moderation to ensure the reporting of credible results</b>	
Ensure the correct provider codes are used when reporting results from external providers.	Immediate.

### **For consideration**

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

- reviewing staff induction processes, focusing on responsibilities and how they might vary for staff who start part way through the year
- encouraging staff who use external grade verifiers for their internal moderation to develop a reciprocal relationship, where they verify work for the other teacher
- encouraging staff to use their Education Sector Login to access the provider login and check entries and results in the general security area
- adding student NCEA assessment information to website and/or student portal for easy access by students and whānau
- adding a 'flag' on the Student Management System to indicate the students eligible for special assessment conditions.



Kay Wilson  
Manager  
School Quality Assurance and Liaison

12 August 2022

**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 17 May 2018 Managing National Assessment Report**

Auckland Girls' Grammar School has addressed the agreed action items from the 2018 review. The school has developed systems for following and documenting their quality assurance processes. Internal moderation processes are being followed in learning areas, with grade verification conversations recorded to help with future assessor judgements. Feedback from external moderation is being acted on and monitored for effectiveness.

**External moderation processes and response to outcomes** Overall, the external moderation history for the school shows that assessment judgements by most teachers are consistent with the standard. Learning areas with variable consistency rates are followed-up by Heads of Faculty and monitored to ensure changes made address any identified issues.

Teachers using grade verifiers from other schools should consider also verifying work from these schools. Establishing reciprocal relationships with these teachers will assist with improving understanding of the standard when making assessment judgements.

One learning area has reached out to other schools for help with their understanding of standards in a curriculum area they are not as familiar with. This is helping them gain confidence with the requirements of the standards, informing their teaching and ability to make assessment judgements.

### 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 school has their strategic plan at the forefront of all self-review. Accessibility of programmes, engagement and successful outcomes for all students are key focus areas. Some examples of the outcomes of self-review are:

- Programmes are critiqued in learning areas to ensure they are helping grow students' engagement and success. Courses are designed so that endorsement is possible, and University Entrance available at Level 3, keeping pathways open for students
- Data is used to track progress of students and inform next steps towards shifting student performance, especially for Māori and Pacific students. Strategies are put in place to help any students at risk of not gaining a qualification

- Prerequisites have been removed in most learning areas, along with specific lower ability courses, allowing students to choose courses linked to their pathways rather than previous academic performance.

**Regularly reviewing assessment guidelines for teachers** The Principal's Nominee and Deputy Principal for Curriculum and Assessment recognise the need to review and regularly update the '*Assessment Guidelines for Teachers*'. Learning areas could be involved in the review of this comprehensive document ensuring it details the assessment processes followed in all learning areas. This will give teachers a deeper understanding of the requirements and expectations and ensure the guide remains fit for purpose. The school could consider making information about these assessment processes available digitally and include links to resources on the NZQA website to assist with keeping teachers up to date.

## Credible assessment practice to meet student needs

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)*

**Mentoring conversations with students and whānau** Students have found support from Tutor teachers, subject teachers and the Careers Advisor very helpful when choosing courses for the following year and identifying learning pathways for the future. Involving whānau in these discussions has resulted in a shared responsibility for supporting students to have success throughout the year.

**Supporting students to register for and use their Learner Login** The school will look at providing students with ongoing opportunities to use the Learner Login during Tutor time and may include a competition to help reinforce its use. Students need to be familiar with the login process and using the NZQA portal as the school engages more in digital exams. They can also check that entries and results have been reported accurately, view their external examination papers, make requests for reviews and reconsiderations and order certificates and a Record of Achievement.

**Identifying students eligible for special assessment conditions** Auckland Girls' Grammar School have processes for identifying and making applications for students eligible for special assessment conditions from year 11. The next step would be to consider collecting school-based evidence for possible special assessment conditions in Year 9, when students enter the school, and throughout Year 10. This would give students the opportunity to trial and practice the use of these before they are used for higher stakes internal and external NCEA assessments. Applications can be made from the end of September for students in year 10, ready for the following year.

Teachers are aware of the students eligible for special assessment conditions. Indicating this in some way on the Student Management System could help to reinforce this with teachers and ensure these entitlements are available for all NCEA assessments when required.

**Using the correct provider code when reporting results** The use of the correct provider code when entering results from external providers with which the school holds a current Memorandum of Understanding or subcontracting arrangement is an area needing to be addressed. The Principal's Nominee needs to develop a way to monitor this more closely to ensure errors are minimised. This will support the reporting of accurate data and credible results to NZQA and ensure results are available to students to be used when awarding their qualifications. This will also remove the likelihood of these standards being included in external moderation plans.

**Sharing ownership for checking data using the NZQA Provider Login** Teachers could use their Education Sector Login prior to key dates to do a final check of the accuracy of the entries and results that have been sent to NZQA through the Student Management System. By comparing the data held by NZQA, errors can be identified and rectified before examination papers are personalised and supplied to the school. This will help to reduce workload for the Principal's Nominee and build teacher capability.

**Supporting teachers new to the school** The school has an induction programme for teachers new to the school at the beginning of the year, helping them to become

familiar with school and NZQA assessment processes. They are well supported in learning areas with a buddy they can go to for day-to-day help. The school would benefit from formalising this process, outlining who is responsible for what, including how teachers who start during the school year will be supported.

**Informing students and whānau about NCEA and assessment procedures**

Auckland Girls' Grammar School students are kept well-informed about NCEA and assessment procedures through assemblies and during Tutor time. Student and whānau understanding of assessment policies and procedures could be further supported by including this information on the student portal and school website.

## **Internal moderation to ensure the reporting of credible results**

*Evidence of internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

The Principal's Nominee and Deputy Principal responsible for Curriculum and Assessment are providing sound leadership with assessment and quality assurance processes. They have strengthened monitoring of internal moderation to confirm that all standards assessed have been quality assured before results are reported. The school can be confident that through this monitoring process expectations of internal moderation are being met and that results reported are credible.



# **Appendix 1: Effective Practice**

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

**Auckland Girls' Grammar School 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 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
- providing more 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.

**Auckland Girls' Grammar 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
- 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**

**Auckland Girls' Grammar 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.

**Auckland Girls' Grammar 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**

**Auckland Girls' Grammar 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 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.

**Auckland Girls' Grammar 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
- ensuring low levels of late external entries, and internal entries with no results

## **Effective communication to inform staff, and students and their whānau about assessment**

**Auckland Girls' Grammar School has effective processes and procedures for:**

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- reporting on students' progress towards qualifications, including providing opportunities for whānau to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success.

**Auckland Girls' Grammar School assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for whānau 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 Auckland Girls' Grammar 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 whānau.

### 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 2011* (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 *Assessment (including Examination) Rules for Schools with Consent to Assess 2021* (Assessment Rules).

### 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 to consider 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 and Student Achievement Policy*
- *Auckland Girls' Grammar School Assessment Guidelines for Teachers 2022* (Staff Handbook)
- student information on assessment used in assemblies and Tutor time.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal responsible for Curriculum and Assessment
- Heads of Faculty for:
  - Arts
  - English
  - Mathematics
  - Physical Education and Health
  - Science
  - Social Sciences
- three students.

There was a report-back session with the Principal, two Deputy Principals 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 actions required.