

Managing National Assessment Report

Lynfield College

July 2024

FINDINGS OF THIS REVIEW

Lynfield College

03 July 2024

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.

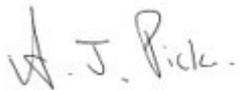
No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

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 2023.

Actions and considerations

There are no agreed actions



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26 August 2024

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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 Managing National Assessment Report The agreed actions from the 2018 Managing National Assessment review have been actioned by:

- reviewing processes for storing completed Memoranda of Understanding. Heads of Faculty and the Principal's Nominee ensure MOUs are completed and accessible online
- storing verified student work online for access by teachers and to send for external moderation
- ensuring assessment information to students and their families is current and consistent.

External moderation response to outcomes and processes The Principal's Nominee has robust follow-up processes for responses to external moderation. Responses, including any action plans, are recorded and monitored. Teachers and Heads of Department develop action plans to ensure that changes made are effectively meeting NZQA's requirements for those few standards that are Not Consistent or Not Yet Consistent. Actions included provision of professional development for teachers, changes to verifiers for internal moderation, and the more extensive use of Pūtake to support assessment knowledge.

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)

Lynfield College has an embedded process of self-review to meet student learning and assessment needs. With the long-serving Principal's Nominee on leave for a year, the school has been able to draw on existing leadership experience and embedded systems to backfill this role seamlessly as change processes occur.

Faculties prepare annual reports which are presented to the Board of Trustees. They contain a summary and evaluation of all assessment related data, which includes highlights, trends and areas of concern in moderation and assessment. Data analysis is used to inform course content and ensure students have access to relevant opportunities to achieve their qualifications goals.

Faculty Leaders, Heads of Department, Teachers in Charge each engage in meetings with Line Managers, the Principal's Nominee, or the Deputy Principal of Assessment and Reporting to confirm internal moderation processes and complete an end-of-year review meeting. This multi-layered approach has supported sustained, highly effective moderation outcomes.

The school, in consultation with its community, purposefully prioritises qualifications goals for Level 1. This change was supported through evidence from Kahui Ako leads within the school suggesting there needed to be better transitions through senior NCEA levels. The key focus is on Literacy and Numeracy through the Common Assessment Activities. To support this shift the school has trialed and

reflected upon a range of timetabling iterations, with a cycle of review to determine which combination of lesson blocks, sprint (60 minute) or deep-dive (90 minute) blocks, best meets student need.

The school has made sound considerations regarding its outlier data. For example, derived grade outlier data in one subject area has determined the need for derived grades to be based on summative assessments later in the year so that these better reflect the requirements of the standard. An adjustment to the timing of derived grade assessments ensures these grades now better reflect the depth of understanding required at specific grade boundaries such as Merit and Excellence.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Flexible programmes to meet student needs The school has effectively developed pathways to engage in real-world tasks to meet student goals and aspirations, for example, the school's onsite café offering hospitality standards, or a programme specifically developed to support students seeking access to university engineering courses. Teachers are encouraged and supported to modify learning and assessment to meet student needs. Students are assessed when ready and are provided with a range of opportunities to present their best evidence. Both vocational, interest-based and academic courses are designed to meet students' career interests and aspirational goals, including a successful New Zealand Scholarship programme.

Providing a range of opportunities for digital assessment Lynfield College was an early adopter of digital processes and ensures that where assessments can be delivered digitally, this is the case. Students are familiar with digital systems, take part in a large e-learning programme and bring their own devices. They receive targeted guidance on the acceptable use of artificial intelligence.

Student voice supports schoolwide understanding Students are effectively mentored through a range of processes including using their NZQA Login and conducting checks on entries and results in their Hui mai form classes. In addition, there is an expectation that they will provide feedback to their teachers after an assessment is completed. For example, student voice supported the reinstatement of an assessment calendar to help management of any pinch points. This agency is valued as it is carried through to bi-weekly faculty meetings where the primary focus is to improve schoolwide processes.

Effective communications Effective layering of communication supports the school's diverse multicultural community. Separate year level NCEA information evenings are held to provide another opportunity to communicate with whānau. Faculty Leaders, the Academic Advisor, and all senior leaders of assessment attend these evenings to answer questions. A Talanoa supports Pasifika families. Top scholars and NZ Scholarship results are celebrated in newsletters and through emails and a breakfast in February shared between whānau, students, and staff.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

The Principal's Nominee has established robust processes for monitoring internal moderation. These are described in the assessment handbook and teachers use the moderation tool in the School Management System providing visibility of the school's quality assurance process. Assessor skills and competencies determine the number of samples of student work to be verified. The Principal's Nominee tracks submissions through her centralised system.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Lynfield 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
- 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.

Lynfield 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
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Lynfield 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.

Lynfield 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

Lynfield 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.

Lynfield 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
- 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

Lynfield 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, such as the holding of parent gatherings.

Lynfield 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 Lynfield 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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *Lynfield College Staff Guide Assessment and Moderation 2024* (staff handbook)
- *Lynfield College Student Guide 2024* (student handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- two Deputy Principals
- Heads of Faculty for:
 - Creative Arts
 - Humanities and Commerce
 - Sciences
- Heads of Department:
 - Digital Technology
 - Music
 - Statistics
- two students.

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