

Managing National Assessment Report

Gloriavale Christian School

June 2022

FINDINGS OF THIS REVIEW

Gloriavale Christian School

30 June 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 2020.

Actions and considerations

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student needs	
Attach standards to named courses in data file submissions to allow effective self-review of course design	Within the next year.



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9 August 2022

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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 19 October 2018 Managing National Assessment Report

The school has addressed the two action items from their previous review. Students receive more detailed assessment information before they commence a programme of study. The Principal's Nominee ensures that every student is made aware of the school's assessment policies, procedures, and course structure. She clarifies the NCEA assessment processes before the programme of study begins. An induction programme for new teachers has also been developed.

External moderation processes and response to outcomes The school's processes for responding to external moderation outcomes assures assessment quality. External moderators report that the judgements for the majority of the standards moderated by NZQA and the Workforce Development Councils moderators have reported teachers' and tutors' assessment judgements are consistent with the standard. The Principal's Nominee actively follows up on any inconsistent outcomes, supporting teachers and tutors to develop appropriate actions to address identified issues. Actions are monitored for completion and evaluated to improve assessors' decisions.

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)

Gloriavale Christian School's delivery of the NCEA qualification is currently in transition as the community responds to a shortage of suitably trained and qualified teachers and tutors. Due to a lack of staff who understand standards-based assessment, in 2022 the school enrolled all their students in Te Aho o Te Kura Pounamu for the assessment of achievement and vocational standards, except for assessment of textile technology which continue to be assessed by the school.

The community has recognised that current student pathways are limited by the expertise of their teachers. Consequently, the newly established Gloriavale Christian School Board is reviewing the school's traditional NCEA programme focus on the preparation of most students for a practical, skills-based service within the community farms, vegetable gardens, sewing room, orchards and kitchens. They are considering supporting pathways that might allow more students to contribute to the community as trained teachers, engineers, health workers and business managers.

In the interim, school management is investigating employing subject specialists outside the community to deliver teaching and learning and assessment of standards until staff capacity is rebuilt within the community. Tutors who previously delivered assessment of ITO standards were interviewed during the review and expressed their interest in upskilling their knowledge and assessment practice. This would enable tutors to deliver a greater variety of Workforce Development Council standards with a focus on theory in their traditional programmes of agriculture and construction, as well as introduce productive horticulture and applied technology.

To support the transition to the management of the school by the Gloriavale Christian School Board, the school's Quality Management System document has been reviewed and updated to reflect the school's new direction. This document clearly outlines the school's current assessment policies and procedures to deliver credible assessment and ensure robust quality assurance within the context of the school's special character and community resources.

The school, under new leadership, is actively reviewing communication processes with the parent community to ensure they understand the flexibility of the NCEA qualification and the opportunities available for their students through enrolling with Te Aho o Te Kura Pounamu. Meetings are now held with parents to specifically discuss the NCEA qualification, potential pathways, and their students' progress. Parents support a broader range of pathways being available to their students in the context of preparing them for a life of faith and practical service in the community.

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)

Consistent credible assessment The school has effective processes for ensuring credible assessment practice by teachers and tutors for standards assessed under both the Gloriavale Christian School and Te Aho o Te Kura Pounamu provider codes. Students interviewed during the review were consistent in their understanding of the school's assessment practice. The students understood the importance of the authenticity of the evidence collected, and they highlighted the fairness of the application of resubmissions and further assessment opportunities.

Although not assessing in 2022, tutors were aware of the potential conflict of interest when assessing family members which the school actively mitigated to avoid potential risks to the qualification. The Principal's Nominee outlined to both parties the expectations and grades awarded on all marked work was verified by another teacher or tutor. Documentation for both students and staff clearly state the requirements for privacy, appeals and breaches of the conditions of assessment.

Meeting student needs The school assesses students when they are ready, using tasks complementing the practical authentic learning environment. Evidence collected for both achievement and unit standards directly relate to the student's learning experience of life in the community. Students are motivated to achieve with one hundred percent of eligible students gaining Level 1 NCEA and literacy and numeracy in 2021.

Programmes offered to boys and girls reflect the philosophy of the school to develop practical skills for a life of faith and service to the community. Pre-2022 students typically started their NCEA assessment in Years 9 or 10 and complete NCEA Level 1 or 2 by the end of Year 10 or 11, through a combination of achievement standards in English, Mathematics and Science (34.5 percent of standards assessed in 2021). Unit standards are also assessed; for boys in Agriculture, Construction, Technology and Workplace Skills and for girls in Technology and Textiles (65.5 percent of all standards assessed in 2021). In 2022 students enrolled with Te Aho o Te Kura Pounamu have selected a greater range of standards for learning and assessment opportunities.

The school does not offer any external achievement standards and no applications for any student requiring Special Assessment Conditions have been made, as students are assessed when ready. During the review a discussion was held about the opportunity for external assessment through Te Aho o Te Kura Pounamu with the establishment of a satellite exam centre within the school.

The school has yet to participate in any of the pilots for the new achievement standards nor for the new literacy and numeracy co-requisites. Students have not previously participated in digital or written external examinations. The school is investigating security and management capability for offering future digital only standards as part of the NCEA Change Programme such as Literacy and Numeracy. The experience of learning and being assessed online through Te Aho o Te Kura Pounamu will help inform this decision, giving the community experience and confidence working in an online environment in the future.

Attaching standards to courses Course names are not attached to standards when entries and results are reported to NZQA. This is a barrier to effectively monitoring and tracking individual student achievement progress within courses and recognising patterns of comparative student achievement.

The new Gloriavale Christian School Board, as part of its review processes, will need accurate evidence of student achievement disaggregated by individual students, courses, and cohorts. Course achievement data is important in reviewing course design and allows school management to monitor and track the viability of courses that are offered and the achievement behaviour of individual students. This includes the appropriateness of courses undertaken under Te Aho o Te Kura Pounamu and, in the future, the school.

Monitoring and Tracking student achievement The Principal's Nominee takes an active role in monitoring and tracking individual student achievement. Each student has a student record book which lists the standards they have been entered for and an explanation of the conditions of assessment. The Principal's Nominee regularly discusses progress with each student and reconciles results reported to NZQA with the record book. All internal entries made in 2021 had a reported result.

Managing timeliness and accuracy of data As part of their review processes, the school has identified two data entry issues which were rectified. In 2021, 49 percent of internal results were reported after the last data file submission. The Principal's Nominee identified that the disruption to school programmes due to teacher and tutor shortages necessitated the extension of time taken to mark and verify results from assessments to meet the final data submission date. This situation supported the school's decision to enrol students with Te Aho o Te Kura Pounamu in 2022.

In 2021 the school reported 6.8 percent of their results under their provider code without having consent to assess for those standards. An application for Extension to Consent to Assess for these standards has been made to the relevant Workforce Development Council to rectify this situation.

Internal moderation to ensure the reporting of credible results

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

Robust Internal Moderation Processes The Principal's Nominee has developed a robust internal moderation process for both Workforce Development Council and NZQA standards. The effectiveness of this process is reflected in their consistent external moderation outcomes for the last five years.

The Principal's Nominee provides all teachers and tutors with clarification of the expectations for managing internal moderation. All samples of student work are stored physically in a centralised place and the grade verification process for each standard assessed, is documented and monitored for completion, before results are reported. Due to the limited number and range of standards offered, most verifiers are teachers or tutors living in the community. External verifiers are used for some standards with the school having established verification relationship with local secondary schools and tertiary providers.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Gloriavale Christian School has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are appropriate to the special character of the school
- 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Gloriavale Christian 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

Gloriavale Christian 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 sufficient sample of student work
- 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.

Gloriavale Christian 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

Gloriavale Christian School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- gathering student voice to evaluate courses to inform changes to programmes, contexts, and standards.

Gloriavale Christian School reports accurate achievement data by:

- conducting student checks of entries and results at key times during the year.

Effective communication to inform staff, and students and their families about assessment

Gloriavale Christian School 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.

Gloriavale Christian School assists common understanding of assessment practice by:

- 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 Gloriavale Christian 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 2021* (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 2022* (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'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
- *Staff Assessment and Moderation Guidelines 2022* (Staff Handbook)
- *Boys and Girls Student Record Book 2022* (Student Handbook).
- *Quality Management System Document, Gloriavale Christian School 2022*

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers / Tutors in Charge of:
 - Agriculture
 - Building
 - Horticulture
 - Technology/Textiles
- three students.

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

Gloriavale Christian School provides education for its community through early childhood centres and a primary and secondary school. The secondary school aims to provide training for the children of the community, which will prepare them for a life of faith and practical service. The school's programmes balance academic assessment standards and practical vocational unit standards with training to prepare leavers to become productive members of the community. Achievement standards are offered to all students in English, Mathematics and Science with a strong emphasis on literacy and numeracy. Until 2022, Workforce Development Council standards are offered to boys in Agriculture, Construction, Technology and Workplace Skills. This year the school continues to offer girls Technology and Textiles.

The school's delivery of NCEA is currently in transition due to a shortage of teachers and tutors. In 2022 students have been enrolled in Te Aho o Te Kura Pounamu for both academic and vocational standards in all programmes except textiles.