

# **Managing National Assessment Report**

**Garin College**

**April 2025**

# FINDINGS OF THIS REVIEW

## Garin College

4 April 2025

### 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.

### Actions and considerations

#### Agreed actions

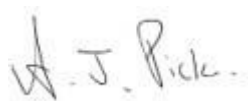
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Review external moderation processes to ensure action plans are implemented and evaluated, and feedback from moderators are shared with verifiers.	Immediate for the 2025 external moderation round.
<b>Credible assessment practice to meet student needs</b>	
Establish a process to monitor the school's quality assurance processes for producing valid, authentic and verified derived grades.	Before the beginning of the school's practice exams in Term 3.

#### For consideration

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

- encourage staff to increase their use of resources available from NZQA that help improve understanding moderation outcomes and assessment standards
- require a timeframe for the completion of action plans and feedback for external moderation outcomes with an outcome of Consistent.



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19 May 2025

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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 2 July 2021 Managing National Assessment Report

There were no action items from this report.

**External moderation response to outcomes and processes** Garin College has well-embedded processes to respond to external moderation feedback. Staff value the feedback to improve their professional practice. They often seek advice from colleagues within and outside of the school, including subject associations, to assist in making improvements identified from the reports. A small number of teachers have begun making use of the resources that are available on NZQA's Learning Management System – Pūtake, and the query and appeal functions in the external moderation application. These resources and functions can help to further improve their assessor knowledge and skills, particularly for the new Level 1 standards. It is recommended that the school encourages the use of these tools for ongoing professional development.

Heads of Faculty and their staff review their moderation reports and report back to the Principal's Nominee with actions to be taken for outcomes that are Not or Not Yet Consistent with the standard. This could be strengthened to include reports that are Consistent. Reports with a Consistent outcome may still exhibit a disagreement between moderator and assessor judgements. For instance, feedback provided for the two student samples that are on grade boundaries, can be used to inform future assessment judgements.

In 2024, the Principal's Nominee introduced a new system to monitor external moderation submissions due to the new requirement to submit material immediately at the completion of the assessment. A spreadsheet on a shared drive with staff is used to monitor when material is submitted and returned. The outcomes are recorded for each standard, including the actions to be undertaken for those that require a response from the teacher. This system enables the Principal's Nominee to efficiently monitor each standard throughout the assessment and moderation process, ensuring timely submission and that teachers respond to feedback. A time limit for the submission of an action plan could be added to this process to help ensure the process is completed in a timely manner.

There are steps that the school should make to strengthen their process. The monitoring process should ensure that action plans are implemented and evaluated for effectiveness. Evaluation should take place once the change in assessment practice has had a chance to embed. This provides senior leaders assurance that required changes for ongoing improvement have been made and to close the loop of the response process. External moderation reports should also be shared with the verifier of the student samples. This is especially important for reports with a Not or Not Yet Consistent outcome, as there is disagreement between the moderator's judgement and that of the assessor and verifier. The verifier also requires the feedback to improve the accuracy of their 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)*

Leadership of internal review is effectively shared across the school. The school's faculty structure allows all teachers to feed into its review processes. Staff work collaboratively to analyse achievement data to identify and make improvements. Heads of Faculty meet regularly with the Senior Leadership Team, providing an opportunity for collaboration and self-review across learning areas. Faculties begin their annual review in Term 4, analysing internal achievement data. The school provides staff with a full day to solely focus on this activity enabling them to thoroughly analyse the data and identify areas for improvement. The annual report, providing an analysis of learning outcomes, recommendations and next steps, is then presented to the Board of Trustees by the Heads of Faculty. This is done over a scheduled evening to allow Trustees to build relationships with the Heads of Faculty and to ask them questions about their reports.

**Improved data management** An assessment plan and markbook setup template has been introduced to help ensure entries and results are accurately reported. The Principal's Nominee identified that many reporting errors and issues came from incorrect information when creating markbooks at the beginning of the year and could be avoided. The template provides each Head of Faculty with a checklist to ensure markbooks are created correctly and are in place for every standard being offered for the year. Prior to the monthly data submission, the Principal's Nominee checks the entries with each Head of Faculty to ensure they are correct.

**Authenticity policy updated to include artificial intelligence(AI)** The school has strengthened its authenticity policy to include the challenges presented by artificial intelligence. The policy has been reviewed so that it is underpinned by the school's core values. Doing so links their values to the school's expectations for academic integrity and what it means to be a learner at Garin College. The policy includes the responsible use of AI by staff and students. Standardised referencing for using AI is taught in the junior school so that students are well practiced when they begin NCEA assessments in the senior school. Teachers can use digital technology to help determine if AI has been used to create student work. However, the school places a significant emphasis on teachers knowing their students well and using professional judgement to identify work that is not of the student's capability or knowledge.

**Outlier reports** The school has a process to follow-up any outlier reports from NZQA with the relevant subject area. Heads of Faculty are required to analyse these reports and report their findings back to the Principal's Nominee, including any recommendations and/or actions, if required. A recent analysis of a Mathematics outlier determined that moving the practice exam into Term 4 would produce a range of grades that more closely resembles those achieved by students in the external exams. This produces a fairer grade for students if they were to need their practice exam result as a derived grade.

## 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 2025)*

**Quality assurance of derived grades** Processes ensure authentic student work is produced, and grades are quality assured. The school conducts practice exams in Term 3 to provide derived grades for students. The school, at their own expense, employs their Exam Centre Manager to run the practice exam week, ensuring it replicates the conditions of the external exams in November. This helps to build student confidence and reduce anxiety, as they build familiarity with the process and people running the exams. Teachers use practice exams purchased from subject associations or modified past exams from NZQA to ensure that authentic work is produced. Like internal moderation, teachers use verifiers within the school or from local schools to quality assure grades.

However, these processes do need to be monitored so that senior leaders can have assurance that they have been undertaken, and they meet NZQA's guidelines. The school must implement a system to monitor the process for quality assuring derived grades. Templates are available on the NZQA website that the school can use or modify for this purpose.

**School-wide approach to literacy and numeracy supports success** Students at Garin College are well supported to gain the literacy and numeracy co-requisite requirement for NCEA. The responsibility for developing student literacy and numeracy capability is shared across all learning areas. Teachers are supported through a staff focus group to integrate literacy and numeracy into their curriculum. The school uses data from e-asTTle testing in Year 9 to determine capability, readiness and learning needs for each student. This data is shared with all teachers, so they are aware of each student's needs and progress. Student progress is tracked, and they are entered into the assessments when they are ready. The school provides targeted interventions through timetabled classes for those students requiring extra support. Garin College's approach to developing their students' literacy and numeracy capabilities is providing students with confidence to successfully attempt the co-requisite assessments.

**Provision of special assessment conditions (SAC) a strength** Students requiring the provision of special assessment conditions are well supported at Garin College. The school has a strong student-centred culture, which the school's values foster. This ensures that the school has a committed focus on removing barriers and providing equitable access to achievement. Student needs are identified through school testing beginning in Year 9. An experienced SENCO and learning support staff keep teachers well informed of those students with SAC and their requirements. Teachers work collaboratively with their students and learning support staff to ensure that the required assessment conditions are provided when needed. This is necessary to ensure there is enough resourcing for all students, as the school has a high percentage of students with provision for SAC. Students interviewed for this report commented positively on the difference SAC makes for their fellow students who have provisions and their ability to achieve.

## **Moderation to ensure assessment quality**

*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 2025)*

The school has sound moderation practices that ensure only credible results are reported to NZQA. School expectations and procedures are well understood. Internal verifiers are used within the school for learning areas where they are available. Sole teachers are well connected to their local network of teachers to use as verifiers. The

sample size of student work selected is determined by the experience of the teacher and recent external moderation history.

**Centralised moderation system provides greater assurance** In 2025, the school's moderation system was centralised into the student management system to strengthen the ability to track and monitor that moderation is happening. The previous system was person driven and dependent on the Principal's Nominee, as only he had visibility of the entire process. The system is now process driven, as all senior leaders can monitor moderation and is not solely reliant on the Principal's Nominee. Before initiating the change, the Principal's Nominee had consulted with local schools already using the system to learn the benefits of using it and the suitability of doing so. Heads of Faculty commented on the effectiveness of centralising the moderation process for recording the verification process and improving time efficiency. An evaluation is scheduled for the end of 2025.

## **Appendix 1: Effective Practice**

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

**Garin 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 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
- providing credible opportunities for students to complete the NCEA co-requisite
- 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 targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Garin 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
- ensuring teachers and student are aware of authenticity requirements including the use of Generative AI
- 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**

**Garin 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.

**Garin 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**

**Garin 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.

**Garin 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

### **Garin 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].

### **Garin 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 to gain a qualification.

## Appendix 2: Overview

### What this report is about

**This report summarises NZQA's review of how effectively Garin 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) 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 on an 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
- *National Qualifications Framework, Administration Procedures and Policies, Garin College 2025* (Staff Handbook)
- *Student Guide to Assessment Procedures, Garin College 2025* (Student Handbook)
- *Curriculum and Student Achievement Policy, Garin College Policies and Procedures, 2024*
- *Assessing Student Learning, Garin College Policies and Procedures, 2024*
- *School Planning and Reporting, Garin College Policies and Procedures, 2024.*

### The School Relationship Manager met with:

- the Principal's Nominee
- the Assistant Principal – Curriculum
- Heads of Faculty for:
  - English
  - Languages
  - Physical Education / Outdoor Education
  - Science
  - Social Sciences
- Teacher in Charge of:
  - Digital Technology
- 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.