Managing National Assessment Report

Cullinane College

August 2023

FINDINGS OF THIS REVIEW

Cullinane College

16 August 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 2022.

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
External and internal review	
Evaluate the effectiveness of actions taken to address issues arising from external moderation feedback.	Within the next 12 months
Credible assessment practice to meet student needs	
Ensure all derived grades reported to NZQA have been quality assured.	Within the current year
Internal moderation to ensure the reporting of credible results	
Create a process for sharing best practice for verification as part of internal moderation.	Within the next 12 months
Strengthen the process for checking that internal moderation is complete for all results prior to reporting to NZQA.	Within the next 12 months

For consideration

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

- updating the staff NCEA handbook to ensure that it is current, fit for purpose and reflects actual practice.

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20/12/2023

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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 28 August 2019 Managing National Assessment Report
School leaders have addressed the agreed action effectively. Teachers are clear about NZQA guidelines for resubmission and further assessment opportunities, and these are managed well.

External moderation response to outcomes and processes   The Principal's Nominee has developed an effective process for ensuring that issues raised by external moderators are discussed by teachers and follow up actions identified and recorded. He keeps a record of the responses and the agreed actions.

The next step in this process is for senior leaders to evaluate the effectiveness of actions taken. This will ensure that when patterns of non-consistent grading arise that the concerns remain under review by senior leaders until resolved. While overall external moderation provides evidence of effective internal moderation, there are some subjects with persistent issues arising. Senior leaders should work with department leaders to ensure that a range of actions, for example change of verifier, increased sample size, professional development, are explored and that the actions taken are effective.

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)

Senior leaders have provided an effective framework for reviewing teaching and assessment practice in the senior school. Within a Catholic education framework, the school aims for students to be taking responsibility for their own learning and thereby experiencing academic success and achievement. Consistently high attainment rates at all levels of NCEA and for University Entrance provide evidence of the effectiveness of the approach the school has to assessment and particularly to the support which the school wraps around its extensive cohort tracking processes. Qualification outcomes for Māori and Pacific students are consistently at the same level or higher when compared to other groups of learners in the school.

Teachers review their courses annually, reflecting on data from outcomes and feedback from student voice. Annual departmental reports prepared for senior leaders and the Board of Trustees support effective reflection on outcomes from assessment and external moderation. Teachers make changes to courses based on their review and on the needs of the incoming cohort. For example, the school has used its internal review processes to strengthen the way it manages its vocational pathways courses. Timetable changes have maximised the engagement of students focused on meeting career training goals, with their Learning in school and in courses provided externally.

Department discussion and self-review tool supports effective review of assessment practice   The Principal's Nominee has developed a comprehensive review tool which allows department and subject leaders to check through their assessment planning and processes to determine areas of strength and identify

gaps. Used in consultation with senior leaders this tool supports proactive self-review that focuses on developing consistent and credible assessment across the school.

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.

High quality support for monitoring student progress Teachers have a clear, well-led and shared focus on tracking student progress, understanding individual priorities for assessment and qualification, and supporting students to meet their qualification and pathway goals. This focus is well supported by deans who provide additional support for students at risk of not achieving their goals by developing and monitoring individual assessment plans.

Quality assurance of derived grade judgements required Senior leaders must ensure that all results reported to NZQA as possible derived grades have been subjected to a quality assurance process prior to being reported. Quality assurance requires an expert 'second pair of eyes' to verify a selection of grades, or a justification process, where the second expert is not available, to provide assurance that the grades are accurate and standard specific.

Teachers could confirm that the outcomes for derived grades assessments have been subject to quality assurance prior to being reported by using the same or similar documentation to that used for internal moderation. Not all are currently meeting this requirement.

Ensure staff and student handbooks reflect current practice Guides for staff and students should be reviewed on a regular cycle to ensure that they are fit for purpose and accurately reflect current practice. Several required updates to documentation were identified in this review. By keeping these guidance documents current the school will strengthen the support for teachers, particularly for those new to the school and/or less experienced with NCEA.

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.

Strengthen internal moderation confirmation process By using a systematic approach to department checks the Principal's Nominee would provide senior leaders with greater confidence that internal moderation has been completed for all standards prior to results being reported. Currently, teachers follow well laid out procedures for managing the internal moderation process. They use an internal moderation cover sheet to document the process and store this with the assessment materials. The Principal's Nominee makes checks within departments to gain assurance that verification processes have been completed and that storage is adequate, but this could be strengthened by being more systematic and thorough.

Share best practice for internal moderation grade verification All teachers should be consistently using the recording mechanism to demonstrate robust discussion for verification of samples of student work selected at grade boundaries. This review identified some variability in decisions made about the type of work selected for samples and in the level of discussion recorded. Some staff were doing this very well and it would further improve the overall quality of internal moderation if this best practice were identified and shared by the Principal's Nominee. It would also provide support to departments and teachers who need to review their internal moderation process in response to external moderation feedback.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Cullinane 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 expanding 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.

Cullinane 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

- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Cullinane 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, and professional learning opportunities to inform assessment judgements

- using subject specialists to verify grades awarded on a sample of student work

- using grade verifiers from outside the school

- documenting the completion of steps within internal moderation processes.

Cullinane 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

- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Cullinane 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.

Cullinane 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

Cullinane 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.

Cullinane 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 Cullinane 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
- *National Qualifications: Cullinane College* (Staff Handbook)
- *Senior Assessment Procedures: Cullinane College* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
    - Commerce and Technology
    - Mathematics
    - Physical Education
    - Science
    - Social Sciences
    - Te Reo Māori
- 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.