

Managing National Assessment Report

Glendowie College

2018

What this report is about

This report summarises NZQA's review of how effectively Glendowie 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 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 2018* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 four 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
- *Quality Assurance Standards, Glendowie College 2018*
- *Staff NZQA Handbook, Glendowie College 2018*
- *Assessment Guidelines and Information for Students Enrolled in the National Certificate of Educational Achievement (NCEA) Levels 1,2 and 3, Glendowie College 2018*
- *College Course Handbook, Senior School, Glendowie College 2018*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students, and Faculty Leaders for English, Health and Physical Education, Mathematics, Science, Social Sciences and The Arts.

There was a report-back session with the Principal, Deputy Principal, Curriculum Systems Manager 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.

SUMMARY

Glendowie College

28 March 2018

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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 all issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

What the school is doing well

Glendowie College, through its shared vision of Whānau, Harika, Kaha and Hirikoa, continues to focus on holistic learning and ensuring that assessment for national qualifications is credible. Underpinning assessment practice at the school are programmes and courses that focus on curriculum delivery as the means to prepare students to achieve qualifications.

Assessment practice was consistent across all faculties that participated in the review and was evident in student responses to interview questions. To meet student needs, data is effectively used to inform course delivery improvements and changes to standards as part of the school's internal self-review process. Assessment opportunities focus on feedback, scaffolding and mile-stoning to reduce the need for resubmissions and further assessment opportunities. The number of credits offered in each course is reviewed each year, with a focus on quality assessment and managing student and teacher workloads.

Expectations for students to achieve are reflected in the school's high NCEA and scholarship results. Contexts for assessment are changed to reflect student interest and abilities. Almost all students achieve the NCEA qualification relevant to their year level. The school strategically focuses on improving course and certificate endorsement and encouraging students to undertake Scholarship examinations.

Internal moderation processes are managed effectively by the Principal's Nominee with a commitment to ensuring all results reported are credible. External moderation outcomes are addressed by Faculty Leaders preparing an action plan to resolve issues. The completion of interventions is monitored by senior management.

Data analysis and use is a strength of the school, informing good practice and self-review for teachers, Faculty Leaders, senior management and the Board of Trustees. Student entries and the reporting of results are complete and accurate. Procedures to monitor and track NCEA achievement progress for all students are thorough and effective, with early interventions improving student outcomes.

The strategic direction of the school ensures all teachers share ownership of the school's NCEA assessment procedures. Effective communication at all levels of the school's organisation is evident in the consistency of assessment practices school-wide and a shared culture of meeting student needs and supporting students to achieve.

NCEA assessment practice is effectively managed by the Principal's Nominee and the Curriculum Systems Manager. They are supported in their work by the Principal and the senior management team, who work collaboratively to help ensure students achieve.

Areas for improvement

As discussed with senior management, some assessment practices need to be clarified. These include the requirements of the Privacy Act, a policy for the management of digital evidence for assessments and documentation of the procedures for the engagement with external providers.

Internal moderation ensures the reporting of credible results but the monitoring process by senior management could be strengthened by documentation being reconciled with actual practice.

Agreed action

The school agreed that these actions will improve the quality of their assessment systems. These are to:

- develop policy and procedures for the management of evidence collection using digital tools
- strengthen the monitoring of internal moderation by senior management by reconciling documentation with actual practice
- clarify documentation as indicated in the report.

Kay Wilson
Manager
School Quality Assurance and Liaison

31 May 2018

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 12 September 2014 Managing National Assessment Report

The items from the 2014 report have been actioned. Teachers indicated that where appropriate they engage with external verifiers and external moderation outcomes are used to reflect on the effectiveness of internal moderation processes.

Response to external moderation outcomes The school has an excellent moderation history with high levels of agreement between teachers' and NZQA moderators' judgements.

Faculty Leaders are required to develop action plans to address issues identified in external moderation reports. The Principal's Nominee monitors the completion of these plans and supports teachers, if required, with professional learning.

Response to data issues The school's 2015 Education review Office Report states that teacher programmes clearly reflect the New Zealand Curriculum and actively promote and support learning. School leaver data shows that the majority of students gain qualifications that provide pathways to tertiary education.

Internal review

Evidence found that the school is effectively 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 developed an effective culture of self-review which is reflected in the Glendowie College published *Quality Assurance Standard*. The standard outlines the school's shared strategic vision to focus on holistic learning that is underpinned by credible assessment practice.

Within this context the school uses data to effectively review its delivery of programmes and ensure assessment practice is robust and current. Supported by senior management, the Principal's Nominee has or is reviewing a number of NCEA assessment procedures to improve the effectiveness the schools NCEA assessment practices. These include:

- using information from recent Principal's Nominee seminar presentations to ensure all teachers have a good understanding of resubmissions, further assessment opportunities and authenticity strategies
- introducing a formal process for the withdrawal of students from entries to ensure all results from internal assessment are reported when an adequate assessment opportunity has occurred
- developing a Middle Years Programme based on The International Baccalaureate to prepare students in the Junior School for NCEA study by focusing on learning skills and values as part of a Community of Learning project

- using “live” data to develop an extensive tracking process to identify students at risk of not achieving qualifications, and actively intervening to improve individual student achievement
- providing Faculty Leaders with data for in depth analysis of their student’s achievement, to allow reflection on next steps to improve programme delivery.

Strategically the school aims to have NCEA outcomes that are constantly among the best in New Zealand. Their self-review processes are based on extensive data analysis and allow school-wide ownership for improving NCEA assessment practices. This supports the shared vision of high expectations for student achievement. The school delivers the New Zealand Curriculum, rather than “teaching” assessment standards, which underpins effective and credible NCEA assessment practice.

No action required

No issues with the school’s response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 5.5)

Glendowie College has effective processes and procedures for meeting the assessment needs of their students by:

- using a range of methods during assessment to gather evidence of achievement
- scaffolding and contextualizing learning and assessment tasks so that they are more relevant and better engage student interest
- extending assessment opportunities for students by engaging with external providers
- linking courses and standards to vocational pathways to provide alternative options for students
- collecting school-based evidence to support applications for students identified as needing special assessment conditions and providing appropriate support,

Glendowie College has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide assessment practice on late and missed work, extensions, resubmissions and further assessment opportunities
- assessing valid, verifiable and standard-specific evidence for derived and emergency grades
- investigating appeals following the principles of natural justice
- managing student workloads by limiting the number of credits offered in each course
- using a range of strategies to ensure student work is authentic
- efficiently managing NZQA external examinations.

Digital Assessment Policy and Procedures Teachers are making greater use of digital tools for assessment and moderation. It is recommended policy and procedures be developed to effectively manage the school-wide conventions for the use of digital tools to collect and store evidence, and disseminate information. These conventions will ensure that evidence collected is authentic, credible and accessible. Guidelines for developing a digital assessment policy are available in the resources provided for the 2018 Principal's Nominee Seminar.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- develop policy and procedures for the management of evidence collected using digital tools.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)

Glendowie College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use to ensure they are valid and fit for purpose
- using subject specialists to verify a strategically selected sample of student work
- documenting the internal moderation process by using the standard *Internal Moderation Cover Sheet*
- keeping benchmark exemplars and verification notes to inform future assessment decisions.

Glendowie College has effective processes and procedures for managing external moderation by:

- randomly selecting samples of student work to ensure material is available for external moderation that meets NZQA requirements
- ensuring samples of student work are provided for external moderation by being adequately stored
- encouraging teachers to use the Assessment Plan within the moderation application tool to choose standards to be included in the school's Moderation Plan.

Strengthening the monitoring of internal moderation The monitoring of internal moderation by senior management should be strengthened by reconciling documentation with actual practice. The current monitoring process is thorough with teachers submitting completed internal moderation cover sheets, for checking, to the Principal Nominee or Curriculum Systems Manager before results are reported. An annual audit process that reconciles the completed documentation with student work stored by each subject, would provide senior management with confidence that all internal results reported are quality assured.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- strengthen monitoring of the internal moderation process by senior management by reconciling documentation with actual practice.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Glendowie College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - reviewing course assessments to modify teaching and learning programmes as necessary
 - using NZQA statistical reports and analysing results comparatively and longitudinally to inform decisions about future course content and design
 - publishing annual evidence-based action plans for each Faculty and reviewing their accomplishments
 - annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement, to inform strategic goals and actions
 - celebrating student achievement through student awards and recognitions.
- **reports accurate achievement data by:**
 - timely and accurate reporting of results to NZQA
 - ensuring that internal results are reported with a result or withdrawn as appropriate
 - using Key Indicators to identify and reduce data errors
 - ensuring a low number of late entries for external examinations
 - requiring students, teachers and faculty leaders check the accuracy of entries and reported results
 - actively encouraging students to monitor their progress using the student portal on the student management system and NZQA Learner login
 - holding current memoranda of understanding with external providers and reconciling them with entries.

Effective monitoring and tracking of student achievement progress All NCEA student achievement progress is tracked during the year with interventions made at strategic points to support students at risk of not obtaining qualifications.

Predictive data generated from the school's student management system is used to identify students in the "red zone" who are not performing to their potential. This data is shared with Pastoral Leaders, Faculty Leaders and Form teachers. At risk students receive academic counselling and if necessary, assessment programmes are modified to reflect their learning needs and aspirations.

Senior management reported an improvement in participation statistics and certificate and level endorsements as a consequence of these interventions.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Glendowie College has effective processes and procedures for:

- communicating consistent NCEA information, assessment policy and procedures through
 - publication of the Quality Assurance Standard, staff and student NCEA handbooks, student course and subject selection information
 - the school website
 - whānau assemblies
 - parent, student and teacher conferencing, and
 - Career information
- informing staff of updates to NCEA information throughout the year via emails and staff meetings
- reporting on student progress towards qualifications, including providing online access to information held on the school's student management system
- widely distributing information on financial assistance to cover all students who are eligible.

Glendowie College assists common understanding of assessment practice by:

- discussing best assessment practice at Curriculum Leader and Faculty meetings
- having a common template for course outlines for all subjects, ensuring consistent assessment information, which are reviewed and updated annually
- inducting new staff to familiarise them with assessment and moderation processes and expectations
- requiring Deans and Whānau Teachers to ensure that students understand what they need to achieve to gain a qualification.

Clarifying NCEA information As discussed with senior management the following assessment practices need further clarification, including:

- requirements for managing relationships with external providers should to be documented, so all teachers understand the school's obligation when using another provider's code to report results
- information provided on the Privacy Act 1993 should state that students' results must be kept secure and that permission is necessary if student work is used as exemplars.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- clarify documentation as indicated in the report.