

# **Managing National Assessment Report**

## **Glendowie College**

**May 2023**

# **FINDINGS OF THIS REVIEW**

## **Glendowie College**

**15 May 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 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 highly 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.

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16 May 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 March 2018, Managing National Assessment Report** The three items identified for action have been addressed;

Monitoring by Senior Management of the completion of internal moderation for all standards where results are reported has been strengthened, as outlined in the moderation section of the report.

Policies and procedures for the collection of digital evidence is documented in school assessment communication.

The privacy requirements for reporting student results and managing student work have been clarified.

**External moderation response to outcomes and processes** Subject leaders document external moderation outcomes and discuss the actions to resolve issues identified by NZQA moderators with Faculty Leaders. Teachers are encouraged to discuss outcomes with subject specialists from other schools and seek clarification or appeal outcomes through NZQA processes. Faculty Leaders report to the Principal's Nominee on the progression and effectiveness of agreed actions against expected outcomes. Consistency rates between NZQA moderators and samples of submitted work for external moderation are discussed with Senior Management to identify school-wide trends in assessment and moderation practice that need to be addressed. The school is prepared to resource the engagement with subject experts from other schools to provide support where required.

Consistency rates for external moderation outcomes reflect the school's robust internal moderation processes and effective response to external moderation feedback.

### 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)*

Effective school-wide self-review by school management and teachers occurs for all NCEA assessment and moderation practice. Embedded practice is underpinned by informed leadership, regular professional development to improve the capability of NCEA teachers and ownership of assessment and moderation processes at all levels of the school, to help ensure consistency of practice.

Self-review is multifaceted at the strategic and process level school-wide. The following examples of school initiatives illustrate improvements in assessment practice to better meet student needs and enhance quality assurance.

**Changes in learning design to strengthen NCEA outcomes** To encourage the development of student agency and move from teacher-centred delivery and assessment, the school has made two significant changes to the qualification

structure offered. The International Baccalaureate has been introduced in the junior school to foster student inquiry and prepare students for the flexibility of the NCEA assessment model. Level 1 NCEA is no longer offered in Year 11 as part of the shift in teaching focus, rather than being driven by assessment it is now lead by learning. It is envisaged that this initiative to further research and evaluation competencies and collaboration skills will more adequately prepare students to achieve in NCEA Level 2 and 3.

Process improvements resulting from discussions in weekly Faculty meetings with all teachers have resulted in several initiatives to support students to achieve and ensure credible assessment.

**Digital tools enhance tracking of student progress** To support students to be on track to gain qualifications tracking and monitoring of student attainment has been strengthened. Data tools have been developed to track student progress in real time and inform support strategies for priority learners. As part of the ERICH programme. form teachers discuss appropriate programme pathways with students, facilitated by flexible course design, that is informed by student voice collected through SchoolPoint.

**Consistent assessment practice supported by NCEA handbooks** To improve accessibility, and provide clarity of understanding, to ensure consistent assessment practice, teacher and student documentation has been updated. Detailed descriptions of current practice in the teachers' handbook have been reduced with relevant links made to the NZQA website and MythBusters. The language in the student handbook and course handouts has been simplified and layout made clearer. All students interviewed for the review had a good understanding of the requirements to complete qualifications and indicated assessment practices by teachers' school-wide are consistent.

In preparation for managing the NCEA Change Programme, the school has engaged with using the NZQA Assessment Master platform across a number of subjects for end-of-year exams. This year the school intends to offer Literacy/ Numeracy co-requisite assessment opportunities for Year 10 students working at the appropriate curriculum level, to develop further confidence in their digital assessment capacity.

## **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)*

**Support for student achievement** The school strategically focuses on developing a culture that supports all students to achieve a qualification, from across a range of pathways. Consistently high achievement rates in all NCEA levels, University Entrance and Literacy and Numeracy attainment are testament to the success of this approach.

Reflective use of data enables teachers to identify the composition of courses to meet the changing needs of students in both academic and a range of vocational courses. Larger subjects provide differentiated courses within a year level. A number of vocational subject areas engage with external providers to provide students with authentic experiences and prepare them to move into further training. Individual students are well supported to identify their pathways and achievement goals. Academic and pastoral counselling through form classes, Deans and Career Advisors are integral to this support. Teachers interviewed for the review indicated

that due to their experience in managing teaching and learning during the COVID disruptions they have more confidence in developing flexible assessment opportunities and course design to meet student needs.

**Consistent Assessment Practice** All Heads of Faculty and teachers interviewed for the review displayed a sound understanding of the application of credible assessment practice to their teaching and learning programmes. Consistency of practice was also described in the responses of students interviewed for the review. This ensures assessment is fair and valid.

**Derived Grade quality assurance** Teachers of small subjects were not aware they could use a justification process to quality assure the evidence used to report a derived grade.

Documentation clearly outlined the need for a subject expert to verify evidence used to report a derived grade that reflects the requirements of the external standard. However, timeframes at the end of the year make it difficult for single subject teachers to engage with another subject expert outside the school to complete this process. Single teachers of a subject can use a justification process to verify evidence for derived grades based on the teacher's experience, historical external results for that standard, or external moderation outcomes.

The school has agreed to include the justification option as a form of quality assurance for derived grades in the next revision of their documentation.

## **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)*

**Internal Moderation Processes Strengthened** The school's internal moderation practice is now effective, evidenced by a comprehensively documented process managed through the application of digital tools.

All teachers interviewed for the review provided evidence of their internal moderation processes including the use of an *Internal Moderation Cover Sheet* to record the critiquing of tasks, the process for strategically selecting samples of student work and the verification of that work by a subject expert with experience of standards-based assessment.

Some teachers identified the value of using external grade verifiers, especially if historical outcomes for a subject standard indicated teacher judgements were not consistent with the standard as reported by NZQA moderators. They were familiar with the NZQA moderation Learning Management System, Pūtake.

Faculty Leaders using digital tools track all internal moderation stages for each teacher for every standard, before results are reported. The Principal's Nominee also conducts an audit of each subject area's processes on a review cycle to ensure required practices are followed by all subjects.

Teachers assessing against Workforce Development Council standards are also required to follow the same quality assurance processes within the requirements of these standard-setting organisations.

These robust processes provide Senior Management with confidence that all internal results reported using the school's provider code are credible.

## **Appendix 1: Effective Practice**

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

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

- designing coherent programmes of learning and assessment that are 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 they 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- 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.

**Glendowie 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**

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

- ensuring assessment tasks are critiqued prior to use so 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.

**Glendowie 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**

**Glendowie 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Glendowie 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 their families about assessment**

### **Glendowie College has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, 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.

### **Glendowie 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 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.

### 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 *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.
- *Glendowie College, NZQA Information for Staff, 2023* (Staff Handbook)
- *Glendowie College, NCEA Student Handbook, 2023* (Student Handbook)
- *Glendowie College, Quality Assurance Standard, 2023. (Updated QMS)*
- *A sample of a standardised subject course information sheet, 2023.*

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Faculty/Department for:
  - Arts
  - English
  - Languages
  - Mathematics
  - Social Sciences
- 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.***