

# **MANAGING NATIONAL ASSESSMENT REPORT**

## **Cullinane College**

**31 March/1 April 2016**

### **Managing National Assessment Review**

**The purpose of reviewing the management of national assessment is:**

- 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 2016* (Assessment Rules); and
- to confirm 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, in combination with the most recent Education Review Office report.

**The review has three components:**

- The annual external moderation of assessment materials and of teacher grade judgements for student work selected by the school's random-selection process.
- A random sampling of aspects of assessment systems and data for review or audit on an annual basis.
- A visit to review each school's assessment systems at least once every four years.

### **Managing National Assessment Report**

**This report summarises NZQA's evaluation of how effectively the school:**

- has addressed issues identified through the three components of 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
- manages and makes use of assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

In preparing this report, the School Relationship Manager met with the Principal's Nominee, the out-going Principal's Nominee and the Data Manager, a small group of students and Heads of Department for Art, English and Māori.

The school also provided pre-review information and the following documents:

- *Assessment Requirements and Procedures For NCEA 2016* (Student Handbook)
- *Cullinane College National Qualifications Procedures – NCEA 2016* (Staff Handbook)
- a range of NCEA assessment and moderation related school policies and documentation
- various course outlines for Years 11, 12 and 13.

There was a report-back session with the Principal, the Principal's Nominee, the previous Principal's Nominee and the Data Manager at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies and next steps and to agree on any action required.

# OVERVIEW

## Cullinane College

**31 March/1 April, 2016**

**Effective systems and positive response to review** Cullinane College is to be commended for their ongoing commitment to maintaining and developing the effectiveness of their assessment systems for national qualifications. The college welcomes feedback from external reviews and conducts regular self-reviews, so that improvements in processes and systems for assessing senior students can be made.

**Student needs considered** Assessment programmes are developed to compliment the abilities and needs of students at Cullinane College. Integrated assessment opportunities are being developed between subject areas to enhance achievement potential for students.

**Robust internal moderation** Internal moderation procedures are robust and well embedded at Cullinane College, with strong processes for monitoring in place. Cullinane College meets all external moderation requirements and their high moderation agreement rates reflect the effectiveness of their internal moderation procedures.

**Data submitted in timely manner** Cullinane College reports internal assessment results to NZQA in a timely manner and ensures the integrity of assessment data submitted.

A wide range of effective strategies are used to ensure understanding around NCEA for staff, students and family. NCEA is given high priority in the senior school and students are involved in making improvements to the way NCEA-related information is communicated to them.

## Next Steps

**No significant issues** This review did not identify any significant issues that would prevent the school from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

**Next Managing National Assessment review** Based on the outcome of this assessment systems check, it is anticipated that the next Managing National Assessment review will be conducted within three years.

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5 December 2016

**NZQA**

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# FINDINGS OF THIS REVIEW

## Response to External and Internal Reviews

### Previous external reviews

*Evidence was sought that external review recommendations and findings have been appropriately and effectively addressed. (CAAS Guidelines 3v)*

**Agreed action items from previous review addressed** Cullinane College has responded positively to feedback from external reviews, including the 2013 Managing National Assessment review, where it was agreed that senior management would:

- facilitate the discussion among ELA Heads and teachers on expanding the range of valid assessment tools *Actioned*
- review how the school gathers evidence to support applications for special assessment conditions to ensure that all entitled students are identified and assisted *Actioned*
- review and strengthen the internal moderation process so that the school's senior managers can be confident that all results submitted to NZQA have been robustly quality assured before the results are submitted to NZQA *Actioned*
- remind students that they can check entries and results by logging in to the NZQA website *Actioned*
- investigate the possible causes of the unusual distribution in internal and external results in one subject *Actioned*
- review the documentation. *Actioned*

**Open to feedback** Senior management welcomes feedback from external review as it allows them to further develop systems for managing their national assessment. For example, the school responds positively to external moderation outcomes by analysing feedback and providing professional development, resulting in more robust internal moderation processes. Positive response to such feedback ensures NZQA that best practice continues to evolve.

### Internal review

*Evidence was sought that the school was 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)*

**Monitoring assessment procedures** The recently appointed Principal's Nominee has demonstrated a number of effective strategies for monitoring and developing internal assessment procedures across the college, including a thorough documented audit of all departments. Student surveys have also been used to report on the effectiveness of assessment practice in the senior school. Such strategies allow senior management to evaluate the state of assessment practice in the senior school and indicate where threats to its credibility may exist.

**Cullinane College has effective processes and procedures for managing the:**

- analysis of all assessment results at department and senior management levels with a view to improving assessment programmes
- internal review of moderation processes of all departments on an annual basis
- currency of information in the student and staff NCEA handbooks.

**No action required**

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

## Assessment Practice

*How does the school's assessment practice allow for the effective management of assessment for national qualifications? (CAAS Guidelines 2.5v-vii, 2.6, 3)*

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

- assessing students when ready so that they have the opportunity to demonstrate their best achievement
- allowing flexible assessment programmes where students are offered variable standards within the same class to meet their needs and ability
- developing integrated assessment between different subject areas to enhance achievement potential
- providing individual assessment plans for targeted students and identifying students who qualify for access to special assessment conditions
- preparing students for NCEA by having similar assessment conditions for some junior school assessments, including special assessment conditions for those who may qualify for them
- supporting students who are at risk of not meeting literacy and numeracy requirements
- ensuring assessment material is authentic
- ensuring that valid standard-specific evidence is gathered to support derived grades.

**Methods of gathering assessment evidence expanding** Evidence gathered to recognize NCEA achievement is predominantly based on the use of formal written assessment tasks completed by students at the same time, in the same space, under teacher supervision.

Other means of gathering assessment evidence include physical and digital portfolios, photos, peer assessment and research assignments. The school is developing their capacity to make greater use of technology when gathering evidence of achievement, such as using google classroom and more video evidence. School-wide use of digital assessment will allow the college to increase their collection of naturally occurring evidence and better position them for the increased digital assessment and moderation opportunities which are imminent.

### **No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.

## Moderation

*How effectively does school internal and external moderation assure assessment quality? (CAAS Guidelines 2.6, 3)*

**Cullinane College has effective processes and procedures for managing:**

- **internal moderation by ensuring that:**
  - all assessment tasks are critiqued before use
  - purposefully selected student work is verified
  - assessments are marked at the national standard through engagement in the Whanganui NCEA moderation days
  - all standards are internally moderated before results are reported
  - completed internal moderation cover sheets are stored with all randomly selected samples of assessment
  - a comprehensive system of monitoring the school's internal moderation processes is in action
- **external moderation by ensuring that:**
  - all requested assessment material is available and submitted to NZQA on time
  - staff understand the processes for randomly selecting assessment material for storage
  - feedback is responded to at all levels
  - grade boundary exemplars are stored for future reference.

**Internal moderation cover sheets used effectively** A culture of robust internal moderation practice exists in the senior school at Cullinane College where internal moderation cover sheets are being used effectively in all departments. Where assessments are carried out by sole teachers, the college utilises other local teachers as moderators. The school has found the scheduled Whanganui NCEA cluster gatherings to be useful for this purpose.

**All external moderation requirements met** Cullinane College meets all external moderation requirements, reflecting on results with a view to improving internal moderation outcomes. The college enjoys a high overall moderator agreement-rate with external moderation and over recent years, where a subject area has experienced low agreement-rates, it has not repeated the following year. This reflects the effectiveness of their internal moderation and self-review processes.

### **No action required**

No issues with the school's internal and external moderation were identified during this review.

## Data Quality and Use

*How effectively does the school manage and make use of assessment-related data?*  
(CAAS Guidelines 2.6, 2.7, 3)

### **Cullinane College effectively:**

- **manages assessment-related data by:**
  - monitoring assessment programmes
  - ensuring accuracy of results and entries through a range of checking mechanisms
  - timely reporting of results
- **makes use of the following assessment-related data:**
  - Key Indicators to ensure only standards for which the school holds Consent are assessed, and to check for and remediate errors.
  - Results data to support and inform the review of courses offered.

**Accurate reporting of data** Overall responsibility for reporting internal assessment results and ensuring the integrity, currency and accuracy of assessment data submitted to NZQA is something the Principal's Nominee oversees in tandem with the data manager.

### **No action required**

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

## Communication

*How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to staff, and students and their families?*  
(CAAS Guidelines 2.4i (f), 2.4v, 2.6, 2.7ii, 3)

**Sound school-wide understanding of assessment for qualifications** Interviews with staff and students established that Cullinane College effectively maintains the currency of assessment policy and procedures with school-wide understanding and consistency of assessment practice.

**Student-identified improvements to be made** In their quest to improve understanding around NCEA, senior management recently carried out a student survey that identified some gaps in their knowledge. The following items are to be actioned as a result of the survey to help improve communication:

- staff will attach course outlines to google classroom and where other course material is available online
- the common-template course outlines will have assessment procedures information added so the students know how each standard will be assessed
- students will be required to logon to NZQA in subject class time so it becomes a process they are familiar with
- students who gain National Certificates will have their successes celebrated publicly.

**Wide range of effective communication** Cullinane College communicates assessment policy and procedures to staff, students and their families effectively through a range of different means, which include:

- the staff and student handbooks, which are updated annually
- the common-template course outlines with all required information
- regular newsletters and pamphlets in hard copy and on-line
- regular NCEA slots in senior school assemblies and staff meetings
- face-to-face parent interviews, a whānau day and conferencing with students and their parents.

### No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.