Managing National Assessment Report

Cullinane College

August 2019

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.

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 2019* (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
- *National Qualifications Procedures: Cullinane College* and *Assessment Statement – Procedures & Practices: Cullinane College* (Staff Handbooks)
- *Senior Assessment Procedures: Cullinane College* (Student Handbook)
- *Student Whanau Educational Empowering Tool – SWEET/IAP Senior 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Head of Department for:
  - o Arts
  - o Commerce/Technology
  - o English
  - o Mathematics
  - o Religious Education
- Teacher in Charge of:
  - o Physical Education
- Assistant Head of Department of:
  - o Mathematics
- 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.

SUMMARY

Cullinane College

28 August 2019

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 most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

The Cullinane College motto, "For Love of God, Life and Learning - Mo te aroha ki te Atua, kia Oranga, kia Akona," establishes its key values; the importance of Christian tradition and teaching and of high-quality education. In this context, the school is developing active review processes aimed at improving learning and support structures and strengthening its assessment practice and communication with whānau. The school's focus on review follows the appointment of a new Principal and Principal's Nominee in 2018. Senior leaders have introduced new processes to ensure that student progress towards attaining NCEA qualifications is a shared goal of all staff.

The school's management of assessment for NCEA is sound. Staff endeavour to assess students when they ready, give them high quality feedback using milestone deadlines, and provide opportunities in classes to select some standards and contexts for assessment. The school uses a variety of external providers to broaden its ability to provide learning and assessment that meets students' needs.

The Principal's Nominee has worked hard to strengthen moderation processes. She has audited departments to ensure that internal moderation is completed for all standards where results are reported, that student work is securely stored and accessible, and that external moderation is systematically followed up.

The school uses achievement data to track students and to plan interventions when necessary. Heads of Departments analyse data to review teaching and assessment in courses. They report outcomes to senior leadership and the Board of Trustees.

Students at Cullinane College are well informed about NCEA. Information is presented to them in a variety of forms which have been designed to be student friendly. The school has designed a tool to self-guide students through pathway planning and goal setting which they use each year alongside whānau and their form teachers.

Areas for improvement

The school should ensure that all resubmission and further assessment opportunities are handled consistently to NZQA guidelines. Resubmission of student work must be completed in a timely manner. Departments offering any second assessment opportunity for a standard must offer it to all students who undertook the first assessment.

Agreed action

The school agreed that the following action will improve the quality of their assessment systems. This is:

- ensure that all staff follow NZQA guidelines for resubmission and further assessment opportunities.

Kay Wilson
Manager
School Quality Assurance and Liaison

17 October 2019

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 31 March 2016 Managing National Assessment Report
There were no agreed actions in the 2016 Managing National Assessment report.

Response to external moderation outcomes   There is a high level of agreement in the assessor judgements between school assessors and NZQA moderators. Heads of Departments review moderation reports and individual conferences take place between them and the Principal's Nominee to clarify issues, plan for appropriate change, and monitor progress.

Internal review

Evidence for 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)

The new Principal and Principal's Nominee are leading review processes aimed at improving learning and support structures and strengthening assessment practice and communication with whānau. Staff are willing to participate in this review of their processes and explore improvements.

Review of assessment tracking and reporting systems   The new Principal has reviewed the tracking of student progress towards attainment in response to concerns about the management of assessment and the timeliness of reporting outcomes to students and whānau. Changes in 2019 include setting credit targets for courses, providing additional information to students and families about scheduled timing of assessments in courses, and creating a visible tracking system for monitoring student progress towards attainment goals. By making student attainment data personalised and visible to staff they have made progress in ensuring that courses are better managed to meet student achievement needs, that assessments are completed in more timely manner, and that support is better coordinated when required.

The Principal's Nominee is responding to lower than expected University Entrance results in 2018 by monitoring the progress of each student who identified this as a goal.

Changes made in response to student needs   Review of the 2018 attainment data also led to senior management recognising the need for changes to the support structures for students. In 2019, the school has reverted to having year level deans in order to strengthen communication with students about NCEA and individual achievement, particularly with regard to University Entrance. They have created a new position of Māori Academic Dean, who is focused on strengthening engagement with whānau and improving outcomes for Māori learners, particularly boys.

Communication between school, students and their whānau   Review of school communications with whānau about pathways and assessment planning led to the development and on-going revision of their *Student Whanau Educational Empowering (*SWEET) *Tool.* Students use this every year with their whānau and form teacher to set personal and academic goals, monitor and self-evaluate their progress - including towards attaining qualifications - and plan their next steps. The school has revised the tool in response to feedback to make it more comprehensive of student thinking and planning. Professional development through engagement with He Kahukura (Iwi initiative) assists teachers with developing culturally responsive pedagogies and strengthening communication links.

Changes to programmes of support   The school has reviewed the operation of its "Summer School" programmes which was designed to support students towards meeting attainment goals during the period of the external examinations. Evaluation of this programme has identified that it was not meeting student needs as it was not timely enough, nor well connected to student courses or pathway needs. The school has introduced a "Winter School" programme. It is designed to accelerate student progress by providing a more timely intervention in support of current learning.

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.

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 2019 5.5)

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

- applying for special assessment conditions and providing appropriate support for eligible students

- using milestones and feedback to help students present their best work and manage deadlines

- partnering with external providers in order to meet student needs

- providing differentiated courses to support students, particularly with numeracy and literacy needs

- providing multi-level classes to ensure continuity of learning opportunities for subjects with lower numbers of students

- assessing when ready.

Cullinane College has effective processes and procedures for:

- using school-based evidence to support special assessment conditions

- managing missed and late assessment, including applications for extensions

- ensuring that appropriate evidence required for unexpected event and derived grades is collected

- identifying and responding to breaches of assessment conditions, including plagiarism

- meeting the requirements of the *Privacy Act 1993*.

Resubmissions and further assessment opportunities need to be consistently applied   Senior leaders should clarify with staff the processes and guidelines for resubmissions and further assessment opportunities to ensure they are consistently applied and meet NZQA requirements. Resubmission of student work must be completed in a timely manner and prior to the students receiving their grades. If too much time passes between the initial assessment and any resubmission opportunity, or if grades have been given, the ability of students to determine their error or omission is reduced, and the authenticity of the resubmission compromised. Once students have received their grades any further assessment opportunity must be a new quality-assured assessment task. Where departments decide to offer a second assessment opportunity it must be offered to all students who were previously assessed.

Equity in Science, Technology, Engineering, and Mathematics (STEM) subjects at Level 3   In many of the school's attainment statistics Māori students are usually successful in similar proportions to students of other ethnicities. However, Cullinane College has identified that it would like to have a greater level of student participation and attainment in STEM subjects at Level 3. In response, the school plans to broaden the scope of its technology curriculum through the employment of a Digital Technology teacher in 2020. This could provide senior students with learning and

assessment opportunities in Technology which are currently more focused on industry training standards.

Agreed action

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

- ensure that all staff follow NZQA guidelines for resubmission and further assessment opportunities.

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 2019 6.4b)

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

- ensuring all assessment materials are critiqued prior to use

- using subject specialists to verify samples of student work

- collaborating with colleagues in other schools to share grade verification responsibilities, as required

- documenting the internal moderation process using a paper copy of the I*nternal Moderation Cover Sheet*

- the Principal's Nominee monitoring that all grades have been internally moderated before submission to NZQA

- identifying, storing and using benchmarked samples of student work.

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

- selecting samples of student work to NZQA requirements

- ensuring samples of student work are available for selection by being securely stored in departments or digitally

- checking that external moderation is responded to in detail and planned changes are followed through to implementation.

Checking for consistent internal moderation practice across departments   The new Principal's Nominee has implemented excellent checking processes to ensure that internal moderation is completed for all standards where results are reported and that departments have secure storage facilities. This monitoring leads to most aspects of internal moderation being completed to a good standard across the school. The next step for the Principal's Nominee is to extend her current process in order to check that the school's and NZQAs expectations are met consistently. Specifically, she should check that all staff:

- select samples of student work for verification at grade boundaries

- record discussions of grade boundary decisions to provide evidence of a robust verification process and useful information for future decision making.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- checking that expected internal moderation practice is applied consistently.

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)

Cullinane College effectively uses assessment-related data to support achievement outcomes for students by:

- evaluating courses annually in order to improve teaching and assessment practice

- providing annual departmental reviews to the Board of Trustees which outline successes, challenges and planned changes

- encouraging students and their parents to use the school's online portal to monitor results and progress.

Cullinane College reports accurate achievement data by:

- timely reporting of results to NZQA

- using Key Indicators to identify and correct errors in their data

- ensuring that all internal entries have results, or are withdrawn, as appropriate, by the published due date.

Tracking attainment and progress of all students   The school tracks the progress of students towards attainment goals in a manner which is visible and engaging to all staff. The Principal actively manages the presentation of this data - using it to reinforce the importance of accurate and timely assessing and reporting. The system engages all staff effectively in the monitoring and support given to students to reach their attainment goals.

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))

Cullinane College has effective processes and procedures for:

- communicating assessment policy and procedure to parents, students and teachers

- reviewing staff and student handbooks annually to ensure they are fit for purpose and current.

Cullinane College assists common understanding of assessment practice by:

- providing an NCEA handbook to students which is informative and written in student-friendly language

- meeting with senior students to reinforce written information and discuss various assessment scenarios

- meeting with, and reporting to, whānau and caregivers about student progress and attainment.

Course outlines should provide students with consistent information   Outlines provide students with useful information about their courses and assessment. The school is encouraged to consider developing a single template to ensure that students receive consistent assessment information for all courses. Currently the school has a variety of templates for course outlines. The information provided on course outlines should include:

- the standards being assessed, or selected from for assessment

- the scheduled dates of assessment

- credit values

- whether they are internally or externally assessed

- the contribution towards meeting the numeracy and/or literacy requirements

- whether any further assessment opportunities are planned.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- developing a single course outline template to ensure that students receive consistent assessment information for all courses.