

Managing National Assessment Report

**John McGlashan
College**

August 2018

What this report is about

This report summarises NZQA's review of how effectively John McGlashan 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
- *NZQF/NCEA Assessment Management Manual (Staff Handbook)*
- *John McGlashan College – NCEA Policies, Student Assessment Information*
- *John McGlashan College Board of Trustees, Assessment Management Policy*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students, and Heads of Department for Drama, English, Science and Technology.

There was a report-back session with the Principal, Principal's Nominee and Assistant Principal 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

John McGlashan College

8 August 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 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

John McGlashan College demonstrates the capacity to undertake its own review and evaluation of the effectiveness of their NZQA assessment practices and procedures. The school responds appropriately to assessment issues identified by external review. Self-review occurs at senior management and Head of Department level leading to changes in assessment-related practice to better meet the needs of students. This includes establishing new courses and methods of assessment.

Assessment processes are effectively managed to meet the qualifications needs of students. The school provides a degree of differentiated assessment through multiple course choices in certain subject areas, and further personalisation of courses and assessment contexts for individual students. Assessment opportunities are extended by using external providers to offer courses and standards the school does not have the capacity to deliver. Identified students are provided with approved special assessment conditions and appropriately supported. Offering a range of opportunities to meet students' needs supports them to achieve their best possible assessment outcomes.

Embedded internal moderation processes, action plans in response to external moderation, and proactive monitoring by the Heads of Department assure assessment quality. The recording and sharing of outcomes informs senior management of any issues and the progress made with resolving them.

Data management and use effectively supports student achievement outcomes. Assessment data is managed to ensure results reported to NZQA are timely. Achievement data is analysed to review school courses, set strategic direction, monitor student progress to complete qualifications, and to identify and intervene with students at risk of not achieving to their potential. Students are effectively encouraged to use their NZQA Learner login and the student management system to monitor their progress.

The school has a range of communications systems that help staff, students and caregivers to gain a common understanding of NCEA and school assessment procedures.

Areas for improvement

Monitoring the completion of internal moderation can be made more robust by introducing an annual end of year attestation by Heads of Department. This will help give senior management assurance that internal moderation has been completed each year for every internal standard assessed.

Processes are in place so that students and staff check the accuracy of results reported to NZQA, but the checks also need to cover withdrawing internal entries. The school needs to ensure that all internal entries to NZQA have a result reported or are withdrawn if the student has not had an adequate opportunity to be assessed. This would mean that data sent reflects the assessment undertaken and ensures that students have an accurate assessment programme recorded to assist them with tracking their progress.

Information to students, parents and staff is comprehensive, but some minor changes and additions are required so that it is current, consistent and accurate.

Agreed action

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

- add an end of year attestation by Heads of Department that internal moderation has been completed for each standard
- ensure that all internal entries made to NZQA have a corresponding result attached or are withdrawn if there has not been an adequate opportunity to be assessed
- update school documentation so that it provides current, consistent and accurate information.

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29 October 2018

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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 10 April 2014 Managing National Assessment Report There were no action items from the previous Managing National Assessment Report.

Response to external moderation outcomes The school has effective processes to respond to external moderation feedback. Results show a high level of agreement with assessor judgements, though the school is working with one department to resolve ongoing concerns.

Departments reflect on each moderation report and are encouraged to use clarifications and/or appeals where appropriate. In previous years the Deputy Principal followed up any issues with the Head of Department or Teacher-in-Charge, but with a change in the management team the responsibility is now with Principal's Nominee. Any required actions are agreed in a Memo and their completion checked. This ensures that Senior Management are fully informed of issues and involved in the review of outcomes where required.

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)

In response to issues they have identified and to explore potential improvements, senior management lead the review of processes and strategic direction. Departments review their own practice leading to change in programmes and assessments. A Curriculum Review Committee, which is open to any staff member, discusses changes to assessment practice and the courses the school offers. The Principal's Nominee reviews assessment-related policies as issues arise, which has confirmed they are fit for purpose, but served as a useful way to remind staff of processes.

Examples of effective changes from self-review to improve current practice and enhance student achievement include:

- creating an Agribusiness Centre of Excellence to move Agriculture from a vocationally based subject to broader career pathways resulting in increased student engagement
- changing the timetable structure to enable closer collaboration with Columba College so students can choose courses at either school, to avoid clashes, and access a wider range of subjects
- building upon the opportunities previously available through an integrated study course by introducing Gateway courses to better support students' progress with vocational pathways. This has been included in the existing option lines to reduce the impact on the student's other subjects. The high take up of this option by students means the school is considering expanding the model, using other sources of funding

- moving school examinations to Term 4 as part of the closer collaboration with Columba College, and to allow students to better prepare so that they achieve more representative results which can be used for derived grades
- introducing a Skills for Living Certificate to support students unable to access a full assessment programme
- a department moving to highly differentiated styles of assessment to overcome learning barriers and engage students as they had found that individualising the standards offered was not producing the desired assessment outcomes. The approach has been shared in whole school professional development sessions as a model for other departments to consider their own possible changes.

The school's self-review includes forward planning. Areas of future development being considered include:

- using the school's 100 Club model, which has increased levels of achievement at Level 1, to also increase the number of course endorsements
- developing the partnership with Columba to include internal moderation so departments have easier access to more subject specialists
- continuing to manage the number of credits students are assessed in to ensure the amount of assessment undertaken is appropriate.

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)

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

- providing differentiated assessment through offering varied styles of assessments and contexts and, where appropriate, tailoring assessment opportunities to individuals within a course
- extending assessment opportunities through using a range of external providers to deliver:
 - courses the school is unable to offer
 - assessment against standards related to career pathways
- using course pre-requisites based on previous academic outcomes, and/or student interest and ability, to ensure students are studying courses where they can succeed
- providing extra tuition through each subject area, peer tutoring, the hostel and sessions for students undertaking New Zealand Scholarship examinations
- timetabling tutoring periods once examination leave starts at the end of year to support achievement in external assessments
- ensuring that students potentially entitled to special assessment conditions are identified, support trialled and applications submitted as appropriate
- clearly informing staff of student's special assessment conditions and readily providing appropriate assistance.

John McGlashan College has effective processes and procedures for:

- monitoring the authenticity of student work during the assessment and marking process, including using content-matching software for teacher checks
- managing missed and late assessment, appeals and breaches of the assessment rules
- providing valid resubmission and further assessment opportunities
- collecting credible evidence of student achievement for derived grade applications
- meeting the requirements of the *Privacy Act 1993*.

Planned pathways for accelerated students in Year 10 The school offers NCEA courses to Year 10 students in English and Mathematics. The English course is completed over two years to allow an extended timeframe to assist students to gain results at the Excellence level. The Mathematics course is completed in one year to allow students to follow a wider choice of pathways in subsequent years, such as two Mathematics courses or other subjects instead of Mathematics.

No action required

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

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)

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

- ensuring all new or modified assessment materials are critiqued prior to use
- using subject specialists both within and outside the school to verify a purposefully selected sample of student work to ensure assessment judgements are consistent with the standard
- documenting the quality assurance process on an online *Internal Moderation Cover Sheet*
- retaining and sharing work to be used as exemplars for students and benchmarking for assessor judgements.

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

- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan and negotiating suitable changes
- selecting samples of student work for external moderation randomly to NZQA requirements
- ensuring student work is readily available for external moderation by being adequately stored and the Principal's Nominee knowing the location of the materials
- encouraging staff to submit moderation digitally when the student work is produced and stored digitally.

Monitoring of internal moderation Heads of Department monitor the completion of all aspects of internal moderation. At the start of the year, as part of their annual review, they confirm that their staff are following the school's moderation processes. Adding an end-of-year attestation that internal moderation has been completed for each standard would further strengthen monitoring. This would emphasise the importance of their role in the monitoring process and give greater assurance to senior management that all reported results are credible.

When an online *Internal Moderation Cover Sheet* is completed the information automatically populates a spreadsheet. The Principal's Nominee checks moderation is being completed, who the verifier is, and the outcomes. He also undertakes departmental audits of all NCEA processes. These occur in a three-year cycle with interim follow up where required.

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:

- add an end of year attestation by Heads of Department that internal moderation has been completed for each standard.

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)

John McGlashan College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - encouraging students to check entries and results and track their progress in both the student management system and through their NZQA Learner login
 - monitoring student progress towards reaching the numeracy requirement for achieving NCEA Level 1 to target support where required
 - Heads of Department analysing results with a focus on next steps, which informs the modification of courses and teaching practice
 - analysing results comparatively and longitudinally to set strategic schoolwide direction
- **reports accurate achievement data by:**
 - reporting results to NZQA on a timely and regular basis
 - requiring students to sign that their entries are correct for the 1 September entry file to NZQA to ensure minimal late entries
 - resolving any issues highlighted in the *Key Indicator Checklist*.

Student progress is effectively tracked to improve achievement outcomes

Data is used to effectively track student progress with a focus on improving student achievement outcomes. Students who are at risk of not achieving to their potential are discussed in a weekly pastoral meeting and have interventions implemented as necessary.

Holding current memoranda of understanding with external providers The school signs memoranda of understanding with external providers before assessing and reporting results using their provider codes. The school works with a variety of external providers and the Principal's Nominee plans to start storing the memoranda centrally so that he is able to more easily reconcile them with the results reported.

Ensure all internal entries are withdrawn if a result is not recorded A process is required to ensure that in all subject areas, all internal entries to NZQA have a result reported, or are withdrawn from the final entry submission if the student has not had an adequate opportunity to be assessed. This will further strengthen the current teacher and student checking of the accuracy of entries and results, and ensure that students have an accurate assessment programme recorded to assist them with tracking their progress.

For the last three years approximately 5 percent of internally assessed standard entries were reported to NZQA without a corresponding result attached. This means there is the potential for some student achievement to have been unreported, which could have an impact on the qualifications achievement.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure that all internal entries made to NZQA have a corresponding result attached or are withdrawn if there has not been an adequate opportunity to be assessed.

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))

John McGlashan College has effective processes and procedures for:

- ensuring students receive either physical or digital outlines for all courses they undertake
- communicating assessment-related information to staff, students and their families using a range of methods
- providing students with digital access to NCEA information and forms through the school website
- supporting teachers new to the school to familiarise them with assessment and moderation processes.

John McGlashan College assists common understanding of assessment practice by:

- the Principal's Nominee using year-level meetings at key points in the year to brief students about assessment policy and procedures, with class teachers also reinforcing messages
- presenting NZQA and school assessment-related processes in parent meetings and through timely reminders in newsletters
- discussing assessment practice in Heads of Department and Teacher-in-Charge meetings.

Students interviewed showed a good understanding of how NCEA works and school assessment procedures Students could clearly articulate how NCEA works. They understand school processes such as extensions, moderation, dealing with authenticity, derived grades and appeals, and think their teachers apply these consistently.

Changes required to student and staff information The course selection booklet is available on the school website and is updated annually. It contains detailed information on each course in a common format. The school should ensure though that courses consistently identify standards using the registered standard number, and highlight which standards contribute to University Entrance literacy.

The staff handbook requires some minor alterations to accurately reflect current practice and recent changes in senior management roles. It is published in a digital format and is comprehensive, with sections on the management of assessment and moderation, good practice and copies of assessment-related templates and forms.

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:

- update school documentation so that it provides current, consistent and accurate information.