

Managing National Assessment Report

Hato Pāora College

September 2023

FINDINGS OF THIS REVIEW

Hato Pāora College

19 September 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 2022.

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 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.

Action and consideration

Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
Develop a process to follow up external moderation reports effectively in subject areas with a pattern of concerns.	Before the next external moderation submission date.
Credible assessment practice to meet ākongā needs	
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	Prior to external assessments in 2024.
Internal moderation to ensure the reporting of credible results	
Closely monitor the effective use of the school's internal moderation processes.	Before reporting results in 2024.

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15 December 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 19 June 2019 Managing National Assessment Report The kura has addressed all four agreed action items. Assessment information provided for kaiako and ākonga is updated and reviewed annually. Systems for addressing and monitoring external moderation responses have been developed and are becoming embedded practice. NZQA rules for the selection of ākonga work for external moderation have changed since the previous report and therefore the action item in relation to this is no longer relevant.

External moderation response to outcomes and processes The kura has a process whereby all external moderation feedback is evaluated and acted on. This occurs even when feedback from the moderators is consistent with kura judgements, as it affirms effective assessment practice by kaiako at Hato Pāora College. Kaiako have embedded the practice of filling in a response to external moderation feedback form, with support from the Principal's Nominee, soon after the feedback is available. This ensures that any shifts in assessment practice can be put in place, prior to further students being assessed against the standard. It is important that this good practice is maintained with several experienced kaiako in the wharekura leaving the kura at the end of 2023 and new kaiako replacing them next year.

Patterns of concern in moderation feedback to be addressed The school must develop a process to effectively follow up issues raised in external moderation reports for subject areas with patterns of concern over multiple years. A trend has been identified for some subjects where Not Consistent or Not Yet Consistent outcomes have been received over multiple years. External moderator feedback suggests the problem relates mostly to interpretation of the standard requirements. As clear guidance has been provided by the external moderators, there are concerns about whether the action plans have been effectively completed and whether internal moderation practices are sufficiently robust. An effective follow up process which may include seeking an alternative verifier, attending subject cluster meetings or accessing online assessor support will address this.

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)

Implementing the NCEA change package In readiness for implementation of the Level 1 NCEA changes, Hato Pāora College has taken advantage of the local National Implementation Facilitator's availability in holding fortnightly after kura hui. This has afforded the kura opportunity for their NCEA kaiako to get targeted support with their understanding of the changes, how they impact on their individual subjects, familiarisation with the new kaiako support materials provided by the Ministry of Education and support with course and assessment design. This extra professional guidance has given kaiako and senior managers at Hato Pāora College confidence that they can competently implement the changes required by the NCEA change package in 2024.

Assessment support team instigated Since the relatively new Tumuaki has started at Hato Pāora, leadership support has been put in place to help the Principal's Nominee manage effective assessment practice across the senior school. The assessment team consists of two senior managers and two middle managers, including the Principal's Nominee who is not part of the senior management team. This structure provides a strong support base for assessment across the wharekura and reflects the importance of consistent messaging and expectations of all kaiako and ākonga. Classroom kaiako have the opportunity to share best practice through a variety of professional contexts such as classroom observations and weekly sharing of Professional Growth Cycles. This collective approach gives kura leaders confidence that effective assessment practice at the kura will continue to evolve.

Credit tracker to identify achievement trends The kura has introduced a credit tracking system that is effectively utilised by kaiako and ākonga. The online system requires kaiako to indicate when ākonga have passed a standard immediately after the internal assessment event. This system, which has kaiako access only, shared verbally with ākonga on request, allows real time indication of how the ākonga is tracking across all subjects, in order to gain the number of credits required for their respective qualifications. Both kaiako and ākonga commented on the value they place on information derived from the credit tracker. It supports subject kaiako to identify how ākonga are tracking academically in their classes, managers and Principal's Nominee to immediately identify candidates at risk and implement support actions, and ākonga to gain reassurance that they are reaching their academic goals.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Strong kaiako ākonga relationships valuable in assessment There is a noticeable congeniality between kaiako and ākonga that reflects positive kaiako ākonga relationships that impact on assessment. Sound knowledge of ākonga interests and strengths is demonstrated in a range of assessment methods, including time bound one off assessments, assignments over time, video and power point presentations and the use of static images. Contexts are used to engage the ākonga, including presenting in the chapel of the kura, visiting historical sites such as Maunga Pōhatu and reflecting on personal experiences such as during Cyclone Gabrielle. Kaiako support their ākonga through feedback sessions and milestone targeting to successfully complete assessments over time. Strong kaiako ākonga relationships give senior managers confidence that assessment at Hato Pāora is ākonga focussed, fair and robust.

Quality assured derived grades required prior to the start of external assessment The kura needs to report quality assured derived grades for external assessments. Reported grades should be based on standard-specific evidence from practice assessments or other quality assured assessment events and should be completed prior to the external assessment event. With the implementation of digital first external assessments, starting in 2024, and continuing through the rollout of the NCEA Change package, reported derived grades will help to mitigate new challenges that may occur with online assessment. It will be important that quality assured derived grades are generated in advance of external assessment events next year which may not all occur during the end of year external examination window.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Processes to become embedded practice Robust internal moderation processes have been developed at Hato Pāora College, but they need to be embedded across all departments as external moderation feedback indicates inconsistency with the standard in some areas. Verifiers from within and beyond the kura are experienced subject experts with broad understanding and knowledge of the standards they moderate. Grade verification is carried out either in-person or online for every internal standard that is assessed by the school. Kaiako use the Internal Moderation Cover Sheet to guide internal moderation completion. This step could be monitored more closely by the Principal's Nominee or senior managers to ensure effective use by all kaiako. This will support improved assessment judgements across the wharekura. Effective implementation of these practices will provide confidence to senior leaders that credible assessment and moderation processes are in place and fit for purpose.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Hato Pāora College has effective processes and procedures for meeting the assessment needs of its ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākonga 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.

Hato Pāora College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

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

- ensuring assessment tasks are critiqued prior to use to ensure 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 ākonga 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.

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

- ensuring samples of ākonga work are available for submission by being adequately stored
- selecting sufficient samples of ākonga work to NZQA requirements
- 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

Hato Pāora College effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Hato Pāora 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
- 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.

Effective communication to inform kaiako, and ākonga and their whānau about assessment

Hato Pāora College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success.

Hato Pāora College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga 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 Hato Pāora 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 kaiako, ākonga and whānau.

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 2022* (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
- *Student and Staff Assessment Handbook 2023* (Staff/Student Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - Geography
 - History
 - Mathematics
 - Physical education
- Kaiako:
 - Mathematics
 - Physical education
- three ākonga.

There was a report-back session with the Tumuaki, Deputy 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.