

Managing National Assessment Report

Central Hawke's Bay College

June 2023

FINDINGS OF THIS REVIEW

Central Hawke's Bay College

22 June 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.

Actions and considerations

Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
Internal moderation to ensure the reporting of credible results	
Strengthen the internal moderation process as outlined in the report to ensure all results are verified according to NZQA's requirements before results are reported.	Immediate and ongoing
Ensure all Heads of Faculty store Response to External Moderation action plans online so they are readily accessible to NZQA.	Immediate and ongoing

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- ensuring all staff have access to Pūtake and the Request Clarification of an Internally Assessed Standard form
- ensure Heads of Faculty monitor the use of Resubmissions in their faculty to ensure this process continues to meet NZQA's requirements.

A. J. Picken

Amanda Picken
Manager
School Quality Assurance and Liaison

15 August 2023

NZQA

0800 697 296

www.nzqa.govt.nz

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 1 May 2019 Managing National Assessment Report There were two agreed actions in the last Managing National Assessment review. The school has satisfactorily resolved the issue relating to inappropriate use of Supported Learning standards. The school's data shows very few students assessed against these standards every year since 2019. The other agreed action to ensure that Heads of Faculty confirm every internal standard assessed is moderated each year can be strengthened by developing a system to reconcile all results reported against standards moderated each academic year.

Education Review Office Profile Report 2023 The 2023 ERO Profile Report states the school and ERO are working together to evaluate to what extent culturally effective responsive and relational pedagogy support and promote improved learner outcomes which will include a review of assessment policy and practice.

Derived Grade Audit In 2022, NZQA conducted a Derived Grade audit to assess Quality Assurance processes carried out schoolwide. Single teacher subjects can use the justification rather than verification process based on their historical data patterns, or verification by a non-subject specialist, where senior leadership is confident in the reliability and validity of an assessor's grade judgements. This will allow these teachers to manage their time more effectively before students leave for external examinations. The school is required to monitor and record how the derived grade quality assurance process for each standard has been applied annually.

Quality assurance check of the examination centre As a result of the 2022 Examination Centre quality assurance check, the school was found to be fully compliant.

External moderation response to outcomes and processes From 2017 to 2019 the school had a high level of consistency with NZQA moderators' grade judgements. With the onset of the 2020 COVID-19 pandemic, the school's overall level of consistency declined due to a higher than usual number of Materials Not Received reports evident in 2021. Since 2021, the school's outcomes have been trending upward with no Materials Not Received reports in 2022 or 2023.

Continued support for staff to store student work online and submit external moderation digitally will ensure materials are always available upon request. Documentation relating to External Moderation follow up should be stored centrally online and be readily accessible to NZQA, the Principal's Nominee and Heads of Faculty. The school has made good use of the appeal process to challenge some reports and better understand where the grade boundaries lie in others.

Ensure all teachers have access to NZQA’s assessor support prior to assessment Teachers may benefit from more regular reminders of the assessor support currently available to them, especially where they are the sole teacher of a subject, a beginning teacher, or do not have access to a subject cluster. Feedback commonly cited in the school’s external moderation reports from 2022 and 2023 reminds assessors to check:

- the annotated exemplars provided for most standards on the Subject resources page of the NZQA website, which illustrate the various grade boundaries
- the clarifications documents on the Subject resources page of the NZQA website; essential viewing as part of the critiquing process prior to assessment
- further guidance and support available for a growing number of standards on NZQA’s Learning Management System – Pūtake.

Most teachers have been given access to NZQA’s Learning Management System, Pūtake. It is here that teachers can find support for internal assessment by subject, and NZQA’s new modules on authenticity, and digital assessment using Assessment Master. Teachers should also be reminded that if they require clarification of a standard, they can use the *Request clarification of an internally assessed standard* form available on the Subject Resources pages of the NZQA website to seek clarification from the moderator of that subject.

An effective practice that the school may consider is to report on external moderation outcomes as part of the faculty review process and include this in annual reports to the Principal and/or Board of Trustees.

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)

Since the last Managing National Assessment review in 2019, Central Hawkes Bay College (CHBC) has revised its strategic priorities to focus on student achievement. In 2022, CHBC rates of achievement at all levels trended upward to better than those of schools nationally.

The strategic goals of the Te Angiangi and Ruahine Kāhui Ako are mirrored in the school’s 2023 draft Strategic Plan and integrated into the annual goals of individual faculties. The school uses its own processes of self-review, based on effective data analysis and use of staff/student voice to review programmes and implement changes that improve achievement outcomes for all students. The school provides rich and varied pathways to meet the diverse needs of learners in what the Principal’s Nominee described as, ‘a decile 1 to 10’ school.

Strategic Goals well aligned In the near future, the school is focused on improving the hauora of staff and students, outcomes for priority learners and developing the professional capability of all staff with a view to the continued improvement of student assessment outcomes. These three goals align with those of the two Kāhui Ako, ERO’s 2023 Profile Report and feature in faculty annual plans. Developments include:

- surveying staff and students regularly to evaluate their sense of belonging and general well-being
- consulting with local iwi on the strategic development of the college and including whānau voice in the school’s regular self-review process

- ensuring the staff (50 percent of whom were born outside New Zealand) receive Professional Learning and Development to:
 - support their understanding of how Māori students learn best as Māori, and
 - engage in learning opportunities in tikanga Māori and te reo Māori, and
 - support their journey toward digital first assessment.

Focus on improved attendance and engagement following COVID -19 disruption

The pandemic has had a disproportionate impact on this school community. Over the past three years, attendance has fallen to below levels the school expects. This raised concerns about students' ability to engage in both internal and external assessment, a situation which the school is currently managing and monitoring effectively. In an effort to achieve its goal of 90 percent attendance, the school has employed agency support and more robust processes to track and improve attendance. Alongside the drive to get students back into classrooms, teachers continue to support the remote learning of a small number of at risk students, who are unable to fully engage with programmes onsite.

Readiness for digital first assessment In 2023, the school scaled up its engagement with digital assessment by entering the majority of Year 10 learners into the new Literacy/Numeracy Co-Requisite standards. The experience will enable the school to evaluate its own measure of student readiness against students' actual performance. The school intends to use the outcome data to inform the back planning of junior programmes, so they align with new NCEA programmes in the rollout from 2024. To ensure the Common Assessment Activity matched the conditions of external assessment at year end, the school employed its Exam Centre Manger, who is a confident user of NZQA's digital platform.

Double Science at year 11 reviewed and retained The college has traditionally offered a double line of Science at year 11 to accelerate progress for students interested in taking the subject at higher levels. The course is subject to annual review and was recently reconfigured to offer two of the specialisations only. However, following feedback from staff and students, the course has reverted to its original structure. Across the year, the students receive a third of their instruction with each specialist in biology, chemistry and physics.

Credible assessment practice to meet student 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.)

Authenticity policies and procedures reviewed The rise of ChatGPT has resulted in the school reviewing its processes, procedures and documentation for staff and students around the authenticity of student work. Some faculties are using pen and paper where it suits the conditions of assessment and doesn't disadvantage the student. Students are aware that they risk receiving Not Achieved if their work is deemed not to be authentic. Students interviewed agreed that their peers are mostly conversant with AI technologies, so the vigilance of teachers is paramount to protect the credibility of the qualification. College staff know their students well, enabling them to readily identify work which may not be authentic. With rigorous checks in place, breaches of authenticity for internal assessment are rare.

Resubmissions and Further Assessment Opportunities well-managed Every Head of Faculty interviewed described situations where they have offered a resubmission; or not, as the case may be. In each situation, it was apparent that these were carried out appropriately with the student being required to discover the error for themselves. There was no evidence of over guidance or inappropriate timings. To ensure this good practice is maintained, Heads of Faculty are advised to record any resubmissions offered in their faculty and advise the assessor as to whether it is appropriate to offer one, or not. NZQA's Resubmission Mythbuster offers teachers the best guidance on the use of Resubmissions.

Quality communications for staff and students The school's staff and student handbooks continue to be current, comprehensive and fit for purpose. The staff handbook is an excellent resource that clearly outlines NZQA's requirements for credible assessment practice. Faculty leaders are reminded to revisit the handbook to refresh their own practice and provide guidance for teachers within their faculties on an annual basis. All Leaders of Faculty meet at least once a year with a line manager to review their outcomes from the previous year and discuss their programmes and goals for the upcoming year. As members of the Leadership Management Group, they meet twice termly with the college leadership. The Principal's Nominee uses this forum to update faculty leaders on NZQA's assessment and moderation requirements.

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.)

Share ownership for monitoring internal moderation Responsibility for monitoring the overall quality of moderation can be shared with faculty and/or department leaders by having them provide the first pair of eyes and monitoring their internal moderation to ensure:

- that the grade verifier is a subject expert, with recent, successful experience with the standard
- that a subject with a poor external moderation history considers a change of verifier where necessary
- that verification discussions are recorded on the internal moderation cover sheet to inform future assessment of the standard
- that the verifier's grade and final grade are recorded on the cover sheet.

The Principal's Nominee then provides the second pair of eyes before confirming that grades can be sent to NZQA.

Strengthen monitoring of internal moderation The school has just adopted the use of the moderation tool within its Student Management System. This gives the Principal's Nominee and Heads of Faculty improved visibility for monitoring the end to end process for internal moderation. NZQA's requirements for grade verification are outlined in the staff handbook and available on the Internal Moderation page of the NZQA website. Despite this, there is still evidence of over-verification in some faculties; an issue previously alluded to in the school's 2019 MNA report.

Over-verification in evidence Interviews with Heads of Faculty revealed some misunderstanding of NZQA's requirements in relation to the number of pieces of student work required for internal moderation. There is no prescribed number of pieces of student work required, but the sample size should reflect the assessor's familiarity, confidence and experience with the standard.

Where assessors are experienced and have a good moderation history, fewer pieces are required, and these should be purposefully selected from around a grade boundary. Where assessors are new to a standard, or new to standards-based assessment, more pieces may be required for grade verification to provide confidence the assessor judgements are accurate.

Where more pieces of work are verified than would normally be required, there should be a valid reason for doing so, such as, the professional learning component.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Central Hawke's Bay College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students 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 expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted 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.

Central Hawke's Bay 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

Central Hawke's Bay College has effective processes and procedures for managing internal moderation by:

- 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.

Central Hawke's Bay College has effective processes and procedures for managing external moderation by:

- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Central Hawke's Bay 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 and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Central Hawke's Bay 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.

Effective communication to inform staff, and students and their families about assessment

Central Hawke's Bay 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 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, such as the holding of special assemblies and whānau gatherings and the award of badges and certificates.

Central Hawke's Bay 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 Central Hawke's Bay 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 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
- *Appendix 6: Central Hawke's Bay College NCEA Assessment Procedures 2023* (Student Handbook)
- *CHBC Assessment Manual 2023* (Staff Handbook)
- *CHBC School Charter & Strategic Plan 2023*

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal
- Heads of Faculty/Department for:
 - Art and Languages
 - Creative Industries
 - English
 - Humanities
 - Mathematics
 - Physical Education
- three students.

There was a report-back session with the Acting Principal, Assistant Principals 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.