

Managing National Assessment Report

Hagley Community College

September 2022

FINDINGS OF THIS REVIEW

Hagley Community College

14 September 2022

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 2021*.

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 2021.

Actions and considerations

For consideration

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

- to support external moderation the Principal's Nominee may recommend the department seek external verification of students' work.

No action required

- the school has no action items relating to the quality of their assessment systems.



Kay Wilson
Manager
School Quality Assurance and Liaison

18 October 2022

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 30 March 2017 Managing National Assessment Report The school has addressed the two action items identified in this review. They have put checks in place to reconcile internal moderation documentation with actual practice to confirm that all results are credible. The school has reviewed communications to ensure that students understand what they need to achieve in order to gain a qualification.

External moderation processes and response to outcomes Hagley Community College has robust systems in place to respond to external moderation outcomes and to monitor that any action plans developed as a result are effectively completed.

This process includes discussions between the kaiako and Head of Department, documentation of the issue and the development of an action plan which is then shared and discussed with the Principal's Nominee. The effective completion of the action plan is monitored by the Head of Department alongside the Senior Leader who oversees the Department and the Principal's Nominee. Where there are ongoing concerns, the Principal's Nominee may recommend going outside the school to other subject experts for support or grade verification of students' work.

Extra layers of support and guidance have been put in place to address areas where reports are not yet consistent or not consistent. Where there are ongoing concerns the Principal's Nominee will actively recommend external subject expert grade verification, as the actions undertaken previously by the department have not been effective. Support includes use of Pūtake, subject associations, recommended subject experts outside of the school and seeking clarification from the external moderators. These help teachers' understanding of the standard and their ability to make decisions at grade boundaries. This provides confidence to senior leaders that moderation processes are occurring according to expectation.

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)

Hagley Community College's Principal's Nominee continues to actively lead review of the school's assessment practices, quality assurance processes and their programmes to ensure they are meeting the needs of their ākonga. She provides strong leadership that includes supporting and providing professional learning to all kaiako thereby extending capability around assessment processes and practices.

Since the last review each Senior Leader now has responsibility for a number of departments. They work with the Heads of Department to increase capability and widen ownership of essential assessment practices. This further strengthens quality assurance and the credibility of results reported.

Improved communication and the effectiveness of tutor time With its diverse student population, improving communication with ākonga to ensure they are all kept informed has become a priority for the school.

Some of the benefits of this priority focus includes ākonga being guided and encouraged to register their NZQA Learner login, being provided with academic mentoring and support to achieve their academic goals as well as career and pathways advice. As a result of this strategy the students are well informed with regards to the requirements of NCEA and the school's assessment processes and practices.

The school uses a variety of communication methods including sharing information on their website, using the parent and student portal in their Student Management System and through their now extended tutor time. Ākonga interviewed were very knowledgeable with regards to the requirements of NCEA assessment practices as well as what was needed to gain a qualification. They all agreed this was due to their strong relationship with, and information given by their tutor teacher.

Annual Best Practice Workshop A feature of the school's review process is their Annual Best Practice Workshop. This focuses on review and changes to the school's assessment policy and raises issues which have arisen around quality assurance and assessment. The process looks at school data and the support of data literacy for all kaiako. A key focus is on how ākonga data informs future teaching practice to improve outcomes.

Indicators of the success of this review process are quality teaching, learning and assessment materials, as well as procedures used in all programmes to ensure assessment tasks and conditions provide ākonga with the opportunity to meet the standard. Departments are required to use achievement data to inform future teaching practice and programmes and reflect on quality teacher practice. The review has provided Heads of Department clearer guidance around their role with regards to assessment and quality assurance practices.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Individual education plans and assessment practice to meet ākonga needs

Hagley Community College provides personalised approaches to learning and assessment. The school caters for their diverse range of learners which includes older adolescents and adults. Many of their ākonga previously have had limited success in NCEA and were at risk of not achieving their academic goals. The individual approach has created opportunities for them to be successful learners with improved assessment outcomes.

Kaiako are encouraged to offer a variety of modes of assessment, including limited PowerPoints, verbal reporting and video presentations and more. To support all learners, classes offer differentiated learning programmes giving ākonga further choice and a more tailored programme to better suit their learning needs. Staff spoken to report that this strategy has produced positive achievement outcomes for ākonga.

Tracking and Mentoring The school provides a tracking system and mentoring programme. Ākonga at risk of not achieving their academic goals are supported by

academic mentors whose role is to advise ākonga in goal setting for qualifications and to facilitate pathway-focused discussions. This, along with dedicated tutor time has increased the support for ākonga and has provided clear guidelines, positive assessment outcomes and future pathways for their ākonga.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Monitoring of Internal Moderation processes The Principal's Nominee conducts an internal checking process to ensure all internal results reported are verified. As a result of these checks the school can be confident that all results reported to NZQA are credible.

Each department has random standards selected which are checked to ensure the schools internal moderation processes have been followed, that the internal moderation cover sheet is completed with the task being critiqued, and verification has taken place. The Principal's Nominee also interviews selected kaiako to discuss the internal moderation process within their department.

These interviews provide the Principal's Nominee with an overview of the processes occurring in each department and knowledge of where improvements need to take place.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākongā

Hagley Community College has effective processes and procedures for meeting the assessment needs of their ākongā by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākongā can present their best standard-specific evidence of achievement
- assessing ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet ākongā needs
- ensuring kaiako are aware of individual ākongā with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for ākongā 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.

Hagley Community College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākongā 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 ākongā privacy in the issuing of ākongā results.

Effective internal and external moderation to assure assessment quality

Hagley Community 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.

Hagley Community 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

Hagley Community 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.

Hagley Community 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 ākongā and kaiako 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Hagley Community 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 ākongā receive outlines for courses they undertake
- supporting ākongā to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākongā 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 ākongā success.

Hagley Community College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā 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 Hagley Community 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, ākongā 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 2021* (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 2022* (Assessment Rules).

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
- *Assessment Briefing Hagley Community College 2022 (key teacher information)*
- *Assessment Policy Hagley Community College February 2022*
- *NCEA October information Hagley Community College 2022 (Students)*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - English
 - Mathematics
 - Physical Education
 - Science
 - Social Studies
 - Te Reo Māori

There was a report-back session with the Tumuaki 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.

Background

Hagley Community College is approved as a Designated Character school. This status recognises the school's unique position in the New Zealand educational scene. The College re-engages young people and adults with education through its delivery of varied, flexible and personalised learning and assessment pathways. The ākonga population is diverse, multi-cultural and mixed in age. Enrolments are dynamic with the majority of ākonga aged 16 years or over. Ākonga needs vary widely. Many have previously experienced limited academic success and hold a poor perception of schooling.