

# Managing National Assessment Report

## Hamilton Junior High School

October 2017

## What this report is about

This report summarises NZQA's review of how effectively Hamilton Junior High School:

- 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.

This report evaluates the school's capacity to ensure the credibility of assessment for national qualifications.

## Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm 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, in combination with the most recent Education Review Office report 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 2017* (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 three 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
- *Hamilton Junior High School New Zealand Qualifications Framework Assessment and Reporting Procedures Student Handbook 2017*
- *Hamilton Junior High School New Zealand Qualifications Framework Assessment and Reporting Procedures Staff Handbook 2017*
- *Hamilton Junior High School 1.5 Assessment* (policy document)
- *Hamilton Junior High School 1.6 Reporting* (policy document).

The School Relationship Manager met with the Principal's Nominee, teacher and three students.

There was a report-back session with the 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

Hamilton Junior High School is a middle school that caters for students from Years 7 to 10. In 2013, the school was granted consent to assess a limited range standards.

The school assessed three students against one standard in 2015. These results were banked and reported the following year by the students' secondary school of destination. This allows students to start the year with some credits towards their Level 1 NCEA without incurring a fee in the year of assessment.

In 2017, four students have been assessed against one standard. These results will be managed and reported as before.

This is the school's first Managing National Assessment visit.

# FINDINGS OF THIS REVIEW

## Hamilton Junior High School

**26 October 2017**

### **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* for assessment of the limited range of standards they offer.

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 that has recently gained consent to assess, it is anticipated that the next Managing National Assessment review will be conducted within two years.

### **Assessment Practice**

*How effectively does the school's assessment practice meet the needs of its students? (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)*

**Assessment based on student interest and teacher capacity** Students are on individualised learning pathways. These include career planning and support to prepare for their transition to secondary school. Where a student has a particular skill or interest area, and the school has the teacher expertise, then the opportunity to undertake an NCEA assessment may be considered.

The school has limited consent to assess. In 2017, in response to teacher expertise and student interest, they successfully applied to extend this by adding a standard. This enabled assessment of a mathematics standard to be offered to a small group of students.

### **Internal and External Moderation**

*How effectively does the school's internal and external moderation assure assessment quality? (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)*

**Evidence of effective moderation processes** The school understands the purpose and requirements for internal moderation. An *Internal Moderation Cover Sheet* was sighted for the two standards the school has assessed. Assessment material is critiqued prior to use. Due to a low number of students being assessed, all pieces of work had grades verified by a subject specialist from outside the school.

The Principal's Nominee holds student work centrally so it is available for external moderation. The school submitted one standard for external moderation in 2016. The moderator agreed with the assessor judgement for the three samples of student work. The school used this external moderation feedback as a tool to reflect on practice and confirm robust internal moderation practice.

## Data

*How effectively does the school manage and make use of assessment-related data? (CAAS Guidelines 2.6v, 2.7i-iii)*

**Results data managed appropriately** The school undertook an assessment with three students in 2015. In this case the result was banked, forwarded to the destination secondary school of the student, and reported using the provider code of Hamilton Junior High School. The Principal's Nominee will ensure a similar process happens for the four students assessed in 2017. The *Standards Reported by Another Education Organisation* list, available on *Key Indicators* through the Provider login, allows the school to ensure each student's result has been reported the following year. It is important that this process is documented to help ensure it is followed in the event of staff changes.

## Communication

*How effectively does the school's communication inform staff, and students and their families about assessment? (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

**Need to review assessment material to reflect the context of the school** The school provided their *Assessment and Reporting Staff and Student Handbook* for this review. These documents were developed when the school first applied for consent to assess standards and were adapted from another school. They contain information that does not reflect the context of Hamilton Junior High School. Some aspects are more suited for students who would be doing a full NCEA course, or where a greater number of students may be undertaking assessments.

There are a number of suggestions for the next review of assessment related documentation to better meet the needs of staff and students:

- Staff Handbook
  - ensure process to manage and reconcile the reporting of banked standards is documented
  - remove reference to Optional Teacher Selected material for moderation as this facility no longer exists
  - update external moderation information to reflect the new online process
  - review the relevance of information, and remove or update aspects as appropriate, to reflect the context of the school including, course information requirements, student extensions, aspects of internal moderation such as inter-class consistency, and verifying and reporting of student results
- Student Handbook
  - remove information relating to Learner login and fee payment to reflect the practice of the school to bank results
  - revise the extent and language of the information to reflect that the intended audience is Year 10.

**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 the student and staff handbooks as discussed, to reflect the context of the school.

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12 December 2017

**NZQA**

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