MANAGING NATIONAL ASSESSMENT REPORT

Hato Pētera College

October 2015

Managing National Assessment Review

The purpose of reviewing the management of national assessment is:

- 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 2015* (Assessment Rules); and

- 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.

The review has three components:

- The annual external moderation of assessment materials and of teacher grade judgements for student work selected by the school's random-selection process

- A random sampling of aspects of assessment systems and data for review or audit on an annual basis.

- A visit to review each school's assessment systems at least once every four years.

Managing National Assessment Report

This report summarises NZQA's evaluation of how effectively the school:

- has addressed issues identified through the three components of 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

- manages and makes use of assessment-related data

- maintains the currency of assessment policy and procedures, and communicates them to teachers, students and whānau.

In preparing this report, two School Relationship Managers met with the Principal's Nominee and kaiako of English, Mathematics, Māori Performing Arts, Te Reo Māori, Tikanga and Visual Arts.

The school also provided pre-review information and the following documents:

- *NZQF Assessment Management Policy and Procedures* (Staff Handbook)

- *NCEA Assessment Good Practice Guide for Teachers*

- *Student Assessment Information* (Student Handbook)

- *Senior Students Curriculum Information*

- a sample of statements for each subject interviewed.

There was a report-back session with the Principal and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies and next steps and to agree on any action required.

OVERVIEW

Hato Pētera College

29 October 2015

The assessment practices at Hato Pētera College give students adequate opportunities to demonstrate their best achievements. A range of new initiatives such as the creation of Academy Groups, through which students can follow differentiated learning and assessment pathways, have been introduced to help raise achievement.

Teachers are exploring new assessment strategies and where applicable will submit assessment evidence digitally to NZQA for external moderation.

The school complies with NZQA moderation requirements by reporting only results that have been subject to the school's moderation process. This is effectively monitored by the Principal's Nominee, and opportunities to improve assessment quality are followed up where identified.

Similarly, external moderation outcomes provide senior management with feedback on the degree of confidence they can have in the validity and reliability of reported results. The Principal's Nominee works with teachers to address moderation feedback, including working with colleagues beyond the school.

Data-handling processes help ensure that student details and entry data is submitted accurately to NZQA and in a timely way. Improvements to the way in which results are reported and the analysis of results are recommended. Nonetheless, analysis of achievement data has informed changes to teaching practice and led to improved assessment processes.

Hato Pētera assessment policies and procedures are clearly communicated to staff, students and whanāu. The annual review process will include consideration of the possibilities to better use the functionality of the school's student management system.

The Principal's Nominee guides staff to effectively manage assessment for national qualifications.

Next Steps

No significant issues   This review did not identify any significant issues that would prevent the school from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

Agreed action   However, NZQA and senior management agree on the following action to further refine assessment practices. Senior management undertakes to:

- develop the current analysis of assessment outcomes to include
    - analysis of the end-to-end assessment process
    - consideration of the "Eight Questions" published by NZQA
    - information gathered from monitoring both internal and external moderation

- - comparison of internal and external assessment results for the same cohort
  - the review of the effectiveness of the Academy goups
  - the review of timetabling changes
- reduce to zero the number of entries without results by reporting a result if the student has had an adequate opportunity to be assessed or withdrawing the entry when they haven't
- use the functionality within the school's student management system to:
  - track student achievement and monitor students at risk
  - communicate with parents and whānau
- continue to explore opportunities for integrated assessment, such as those underway in Visual Arts, Digitech, and Te Reo Māori
- broaden the range of assessment types undertaken
- where practicable, submit for external moderation assessment material gathered digitally

Next Managing National Assessment review   Based on the outcome of this assessment systems check, it is anticipated that the next Managing National Assessment review will be conducted within three years.

Coralie Baines
Acting Manager
School Quality Assurance and Liaison

28 January 2016

NZQA

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FINDINGS OF THIS REVIEW

Response to External and Internal Reviews

Previous external reviews

Evidence was sought that external review recommendations and findings have been appropriately and effectively addressed. (CAAS Guidelines 3v)

Hato Pētera College has addressed the agreed items in the 2012 Managing National Assessment report.

The school's actions demonstrate its increasing capacity to make an appropriate response to an identified issue or risk.

Internal review

Evidence was sought that the school was effectively 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)

Several initiatives designed to improve assessment outcomes were trialled in 2015. The school changed to a system of four 90 minute periods per day in 2015 with a view to allowing greater flexibility in curriculum delivery and assessment. This will be reviewed for 2016, as feedback from some teachers indicated that there needs to be greater differentiation between period lengths to meet the needs of students and some courses, for which 90 minutes is not always manageable.

For 2015 senior management also reviewed the scheduling of assessments. To take into consideration any clashes or overloads and to lessen the stress on students an Assessment Calendar has been considered. This may be introduced in 2016.

At the end of the year, the school will review the success of the Academy Groups introduced to help differentiate learning and assessment pathways.

These initiatives and associated reviews provide evidence of an improving capacity on the part of the school to undertake its own review of the effectiveness of its assessment practice for senior secondary students

No action required

No issues with the school's response to NZQA external reviews and its self-review of assessment systems and practice were identified during this review.

Assessment Practice

How does the school's assessment practice allow for the effective management of assessment for national qualifications? (CAAS Guidelines 2.5v-vii, 2.6, 3)

Hato Pētera College has effective processes and procedures for:

- managing missed and late assessment opportunities, appeals and breaches of the assessment rules

- conducting further assessment opportunities

- ensuring authenticity of student work for internal assessment

- providing meaningful courses to give students the opportunity to meet the requirements for qualifications and awards

Authenticity issues managed   Teachers make good use of feedback/forward to check authenticity and to clarify student understanding of topics. In addition the school is investigating ways of assuring the authenticity of work submitted electronically. In these ways it is better able to be assured of the authenticity of grades reported to NZQA.

Co-constructing learning   The creation of Academy Groups enables senior students to pursue a vocational pathway. Courses are grouped so that students interested in a Health/Science, Creative Technology, or Business pathway can have the qualifications and career aspirations addressed.

Special assessment conditions (SAC)   One student who in Year 10 who was identified as being a potential applicant for SAC has made significant progress in response to targeted interventions and may no longer need this support. All students are monitored by the Special Educational Needs Co-ordinator, who did not identify any students who may be entitled to SAC this year.

Going digital   Teachers use Google Docs to store their units of work and student evidence. Google Classrooms is also used by teachers to share work and communicate with students. Teachers report that the ability to provide ongoing feedback to students has provided them with another opportunity to monitor the authenticity of their work.

Strategies for gathering evidence of student achievement   Assessment strategies are selected for their relevance to individual standard outcomes. Exam-type, closed book, forma; assessments are used in some courses alongside verbal/oral speech presentations, portfolios, and video evidence.

In Digitech courses, multi-media is used to generate standard-specific evidence from the teaching and learning process. Integration between this and other courses, such as Visual Arts, is reducing assessment workloads for students while improving engagement and raising achievement.

Opportunity to roll out integrated assessment using multi-media and other assessment types   The school should continue to explore the possibilities for integrating assessment across the curriculum, which will have the added benefit of reducing the assessment load on students. Alongside this, there is an opportunity to investigate the use of other assessment types to better engage students and provide clear evidence of what they know and can do.

Literacy and Numeracy   Students entering the junior school typically come with low levels of literacy and numeracy. This year the focus in the junior classes has been on raising literacy and numeracy so that by Year 11 all students have the opportunity to achieve the literacy and numeracy requirements of the NCEAs. The school uses the literacy and numeracy specific unit standards to assess students over time, as a backstop for any students who may not meet them through assessment of curriculum-based standards.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- continue to explore opportunities for integrated assessment, such as those underway in Visual Arts, Digitech, and Te Reo Māori

- broaden the range of assessment types undertaken.

Moderation

How effectively does school internal and external moderation assure assessment quality? (CAAS Guidelines 2.6, 3)

Hato Pētera College has effective processes and procedures for managing:

- internal moderation, including critiquing of assessment materials and verification of grades

- external moderation, including thorough responses to moderation reports.

Management encourages professional learning opportunities for staff to help reduce professional isolation. Connecting with colleagues in other schools to discuss assessment and moderation helps to ensure the credibility of internal assessment.

Internal moderation   The internal moderation process is documented by teachers and monitored by the Principal's Nominee. Critiquing of tasks for grade verification prior to results being finalised is generally undertaken by another teacher within the school and, where needed, links are made with a subject specialist in other schools.

The completed *Internal Moderation Cover Sheet* is filed with each standard assessed in a course. The Principal's Nominee will require use of the updated cover sheet from next year. The change to the latest version of the coversheet is also an opportunity to clarify for teachers the school's requirements for verification.

External Moderation   Moderator reports are printed out and discussed with teachers. Praise is given where praise is due and discussions are held in those subjects where moderators have identified issues. Responses to moderation reports are well documented and, along with discussion of these during the review, NZQA is confident that responses are timely and appropriate. There is an intention by the school to submit some materials digitally for external moderation in 2016.

Industry Training Organisation external moderation   The school has memoranda of understanding with its external providers and ensure moderation is completed as required. The correct provider code is also used to report grades to NZQA. These courses are usually conducted through the Gateway programmes.

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:

- submit for external moderation assessment material gathered digitally.

Data Quality and Use

How effectively does the school manage and make use of assessment-related data?
(CAAS Guidelines 2.6, 2.7, 3)

Hato Pētera College effectively:

- **manages assessment-related data by:**
    - the timely reporting of results
    - checking for data errors prior to and following submission to NZQA
    - ensuring that key dates for reporting entries and results are met
    - submitting data to NZQA on a 15-day cycle
    - only reporting results for standards for which they have consent to assess.

- **makes use of assessment-related data by:**
    - tracking individual students progress toward meeting qualifications requirements
    - analysing achievement by subject and standard to inform self-review.

Monitoring student achievement   The school tracks student progress towards meeting their qualification requirements. The tracking sheet identifies those students who are on the path to meeting their qualifications, those who will gain their qualifications and those who are priority students. The priority students are those who are behind in their progress towards meeting their qualifications and are closely monitored. The school recognises the potential to use the functionality within their student management system to assist with this tracking.

Reporting Not Achieved   There were a number of unreported results in 2014 and this was discussed with the Principal's Nominee. NZQA requires that Not Achieved grades must be reported if students have been given adequate opportunity to be assessed. The school agreed to make better use of their student management system and use NZQA's *Counts by Subject Report*, to ensure that entries are withdrawn by 1 December for students who have not had an adequate assessment opportunity.

Internal/external comparisons identified   In 2014 there were three subjects where the pattern of internally assessed compared to externally assessed standards differed from the national pattern for schools of the same decile. Schools can generally expect to perform better in internal assessments but where these differ significantly, the difference should be investigated. The Principal's Nominee agreed to discuss this with those subjects identified.

Scope to conduct end-to-end analysis of the assessment process   The current system of analysis of assessment outcomes could be extended to consider the quality of the assessment that underpins each result. A starting point could be the reintroduction of analysis of the Eight Questions published by NZQA for analysis of data. In this way, by analysing the information generated through monitoring internal and external moderation and the comparison of internal and external assessment results for the same cohort of students, the school would be better placed to identify emerging issues. Past analysis has already highlighted that the time allocated for preparation of students for external assessment sometimes compromises their potential to achieve.

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:

- develop the current analysis of assessment outcomes to include
    - analysis of the end-to-end assessment process
    - consideration of the "Eight Questions" published by NZQA
    - information gathered from monitoring both internal and external moderation
    - comparison of internal and external assessment results for the same cohort

- reduce to zero the number of entries without results by reporting a result if the student has had an adequate opportunity to be assessed or withdrawing the entry when they haven't

- use the functionality within the school's student management system to track student achievement and monitor students at risk.

Communication

How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to staff, and students and their families?
(CAAS Guidelines 2.4i(f), 2.4v, 2.6, 2.7ii, 3)

Hato Pētera College has effective processes and procedures for:

- maintaining the currency of assessment policy and procedures

- communicating assessment policy and procedures to staff, students and their families

- annually reviewing its performance and the accuracy and relevance of all information provided to staff, students and whānau.

Policies are reviewed annually and teachers are informed of the changes. New teachers are kept informed about assessment matters by the Principal's Nominee.

Course statements   Along with NCEA policy statements, the *Senior Students Curriculum* document contains course statements which indicate the standards to be assessed, their titles, credit value, mode of assessment and approximate date of assessment. They also identify standards that will meet the literacy and numeracy requirements for NCEA Level 1 and vocational pathways. The vocational pathways sector symbols are colour coded on each course statement which allows for clarity and transparency.

Other forms of communication   Staff are informed of any changes to NCEA procedures during staff meetings and memos. Whānau are provided with NCEA information through the school newsletter, Te Karere, and through whānau hui which are held three times a year. There is an opportunity for the school to use the parent portal in their student management system to communicate with whānau.

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:

- use the functionality within the school's student management system to communicate with parents and whānau.

APPENDIX – SCHOOL PROFILE

Hato Pētera College

Consent to Assess granted 01/07/1996

Previous Managing National Assessment review 20/07/2012

Background

Number of NCEA candidates*

2012	65
2013	47
2014	46

Number of participating NCEA candidates**

2012	64
2013	45
2014	44

Number of results reported by school

2014	762

Number of external entries made by school

2014	397

Number of results reported with an external provider code

2014	83

*NCEA candidates are those Year 11-13 students who the school entered in at least one standard in the particular year.

**Participating NCEA candidates are those Year 11-13 students who, in conjunction with credits gained in previous years, have been entered in sufficient credits in the particular year to achieve an NCEA qualification by the end of that year.