

# **MANAGING NATIONAL ASSESSMENT REPORT**

**Hauraki Plains  
College**

**May 2016**

### **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 2016* (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 staff, students and families.

In preparing this report, the School Relationship Manager met with the Principal, Principal's Nominee and Leaders of Curriculum and Learning (LOCAL) for Mathematics, and Technology, teachers of English, and Media Studies, and three students.

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

- Hauraki Plains College policies NAG1:
  - *Assessment for Learning Guidelines*
  - *Curriculum Policy*
  - *Guidelines Developing New Teaching Programmes*
  - *Learners with Special Education Needs*
  - *NZQA Assessment Policy*
- *NCEA Assessment Management Good Practice Guide for Teachers*
- *Hauraki Plains College NCEA Handbook* (Student Handbook)
- a selection of assessment statements, course outlines and year plans for the subject areas 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

## Hauraki Plains College

5 May 2016

### Areas of strength

Hauraki Plains College delivers highly effective assessment systems that maximise opportunities for students and ensure valid and credible results are reported.

The school has a strong culture of self-review which enables it to evaluate the effectiveness of current practice and make considered responses to the issues that are identified. Its review process is evidence based and informed by data analysis and interpretation.

Assessment programmes are wide ranging and designed to maximise opportunities to engage students. The focus of providing each student a valid and relevant pathway has seen the school continue to review its programmes and timetable structure. Courses are designed to meet the aspirations, interests, abilities and needs of all students. The success of this approach is reflected in the school's consistently high NCEA achievement rates for literacy, numeracy and qualifications, which continue to be above national achievement rates.

Internal moderation procedures are clearly understood and practised by teachers. No results are entered or submitted to NZQA without evidence of a completed *Internal Moderation Cover Sheet*. Student work is stored securely and allows the school to fully comply with requests for external moderation. Teachers report to their Leader of Curriculum and Learning (LOCAL) and the Principal's Nominee on feedback from external moderation. In the case of identified issues or a low agreement rate, more detailed responses are required.

The Data Manager has sole responsibility for the entry of student results and this ensures data submitted to NZQA is complete and accurate. Data analysis by teachers is timely and is used to review the effectiveness of their programmes and plan future direction.

Communication documentation is comprehensive and reflects the audience for which it is intended. It is reinforced by extensive mentoring and pastoral support for students undertaken throughout the year by the Academic Dean, Careers Counsellor, the student's River Guide and conferencing between parents, students and teachers.

### 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:

- support all eligible students to apply for financial assistance
- review the format and content of course information presented to students.

**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 four years.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

12 July 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)*

### Action items from the 19 October 2012 Managing National Assessment report

There were no action items identified in the previous report.

**External moderation** The high overall agreement rate for standards externally moderated over time, reflects the effectiveness of the school's internal moderation processes.

All subject areas are required to report to the Principals Nominee on the outcome of external moderation. Further responses, including teacher reflection and a professional action plan, are required from any subject areas with identified issues or a low agreement rate.

**Internal external subject outlier** Comparison of student achievement in internally and externally assessed standards has identified two subject areas as outliers for the last two years. The school has investigated reasons for this. The teachers involved have responded, held discussions with the Principal and reviewed their course design, particularly in the balance and choice of internal and external standards offered. The school will continue its review of these areas, including analysing feedback from external moderation to ensure that teacher judgements are accurate for internally assessed standards.

### 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)*

The school has an embedded and effective culture of internal self-review. Evidence of the outcomes of these reviews was noted across all the four areas of focus in this Managing National Assessment review. Examples include:

- Assessment Practice - changes to the timetable structure to enable a greater number of courses to be available for students, along with the alignment of these to vocational pathways
- Moderation - consolidation of the school's documentation for internal moderation through the introduction and use of a single document which meets NZQA requirements
- Data - teachers reflecting on and using results data to report to senior management on every standard following its completion
- Communication – focused support evenings to meet the specific needs of each year level following discussion with parents and whanau.

The Curriculum Committee involving the nine LOCALs, Academic Dean and Principal's Nominee provides a regular forum where assessment processes and practices are introduced, shared, reinforced and reviewed. Information is disseminated to the rest of the staff through department / faculty meetings.

These actions and examples demonstrate that not only does the school have the capacity to identify assessment-related issues and, where changes are needed, to make an appropriate response, but also to continually seek to improve current practice and performance. This excellent approach is reflected in the school's NCEA qualifications, and literacy and numeracy achievement rates which are consistently and significantly higher than the national average.

**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)*

### **Hauraki Plains College has effective processes and procedures for:**

- ensuring credible assessment through consistent school-wide assessment practice for late and missed work, extensions, resubmissions and further assessment opportunities
- providing flexibility with the timing of assessments
- managing authenticity through a shared understanding of process and strategies for staff and students
- investigating breaches of the school's NCEA assessment rules
- gathering evidence from a number of sources including naturally occurring evidence such as in literacy and numeracy courses
- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work
- managing NZQA external examinations.

### **Hauraki Plains College has effective processes to meet the assessment needs of all students by:**

- establishing links with outside providers and applying to extend the school's consent to assess in order to offer more assessment opportunities that will engage students
- reviewing the timetable to align courses with vocational pathways thus enabling all six awards to be achievable through the school
- making use of milestone checks to assist in the monitoring of students towards achieving assessment goals
- considering 'one student at a time', agreeing that there is not one pathway for students and believing in the equity and excellence of all courses
- adapting assessments to make use of local contexts
- appointing a Special Education Needs Coordinator (SENCO) to oversee the applications for, and delivery of, special assessment conditions for students who have a recognised and documented need
- teachers reviewing their programmes and results at the end of every completed standard throughout the year enabling timely changes to be made and priority learners identified early.

### **No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.

## Moderation

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

### **Hauraki Plains College has effective processes and procedures for managing:**

- internal moderation where teachers:
  - ensure new and amended assessments are critiqued before use
  - verify grade judgements of purposefully selected samples of student work, using subject specialists within and outside the school
  - document pre and post internal moderation processes for each standard, recording this on an *Internal Moderation Cover Sheet*
  - must provide evidence of the completion of internal moderation for every assessed standard before results are submitted to NZQA
  - securely store all student material in case it is required for external moderation.
- external moderation where:
  - work is randomly selected by the Principal's Nominee through a unique process that meets NZQA requirements
  - feedback is reviewed by the relevant teacher and LOCAL with a response provided to the Principal's Nominee
  - the Principal's Nominee monitors, and is the point of contact for, Industry Training Organisation requirements.

### **No action required**

No issues with the school's internal and external moderation were identified during this review.

## Data Quality and Use

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

### Hauraki Plains College effectively:

- **manages assessment-related data by:**
  - reporting accurate results to NZQA on a regular and timely basis
  - ensuring the accuracy of entries for external examinations, evident by a low number of late entry requests
  - using the correct provider code for assessment undertaken by external providers
  - ensuring all internal entries have a reported result
  - encouraging students to access their Learner login to monitor their progress
  - individual teachers regularly reviewing course programmes following analysis of data
  - effective school-wide analysis of results.
- **makes use of the following assessment-related data:**
  - Key Indicators from the NZQA website to identify and resolve data errors
  - NZQA statistics and reports on student achievement to analyse results comparatively and historically and to differentiate by gender and ethnicity
  - student management system reports used to track and monitor student progress
  - teacher analysis of results data to regularly reflect and review courses standard-by-standard.

**Timely and effective review of data informs the next steps** Rather than relying on annual reviews to inform assessment programme changes, teachers reflect and report to senior management throughout the year following the completion of each standard. This demonstrates effective use of data and self-review as it enables any issues to be addressed immediately and priority learners identified early on. End of year department reports see LOCALs collate the standard reviews from throughout the year.

**Support all eligible students to apply for financial assistance** Financial assistance applications were made for a small number of students in 2015. The school agrees to review its systems for identifying and communicating information to students and families to ensure all those eligible for financial assistance are given the opportunity to access this.

### 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:

- support all eligible students to apply for financial assistance.

## 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)

### **Hauraki Plains College has effective processes and procedures for:**

- reconciling, updating and storing current memoranda of understanding for assessments undertaken by external providers
- maintaining the currency of assessment policy and procedures
- communicating assessment policy and procedures to staff, students and their families
- ensuring students can use their Learner login and are familiar with the NZQA website
- sharing examples of methods, strategies and evidence of good practice for NCEA assessment through the *Good Practice Guide for Teachers* accessible online
- the rigorous academic monitoring of student progress achieved through regular interviews with, and support from, the Careers Coordinator, Senior Academic Dean and their River Guide
- supporting students to set goals and evaluate appropriate pathways through 3-way 'River Conferencing' involving student, teacher and parent.

**Communications focus on specified needs for each NCEA level** The school has acknowledged and identified the differing needs of students at each NCEA level. It has responded by developing specific needs-focused support and information opportunities. These include:

- a year 10 subject selection evening held in term 3
- an introduction to NCEA evening for parents and whanau of year 11 students
- a year 12 vocational pathways information evening for students not planning on attending tertiary education
- a proposed year 13 information evening directed towards exploring the opportunities and requirements for tertiary study including scholarships and grants available.

**Review course documentation provided for students** Teachers provide a number of documents for students at the start of the year to communicate their assessment programmes. Although the general format of the examples viewed during the visit were similar, there was some variability in the information presented. The school has an expectation that a common template for course material is used. This is good practice as it makes them recognisable and easy for students and parents to understand. Management agrees it is timely to review the content and format of course information presented to students. Areas for consideration could include:

- if the course is eligible for course endorsement
- if the course qualifies as a university approved subject
- standardising the presentation including page orientation, font and the order of information presented

- standardising information relating to literacy requirements including University Entrance reading and writing standards.

It should be noted that different departments may have additional subject-specific information for students and the use of a common outline does not preclude that.

### **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:

- review the format and content of course information presented to students.