



NEW ZEALAND QUALIFICATIONS AUTHORITY
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Managing National Assessment Report

Hauraki Plains College

May 2022

FINDINGS OF THIS REVIEW

Hauraki Plains College

19 May 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 2020.

Actions and considerations

Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. These are to:

Action	Timeframe
Strengthen external moderation follow-up by ensuring responses to issues identified by moderators are effective	In response to the school's current September external moderation round

For consideration

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

- developing strategies to support students to register for and use their Learner login
- ensuring all students have unexpected event grades for all externally assessed standards in case these are needed
- hyperlinking the school's assessment handbooks to the NZQA website to avoid any legacy documentation and to better ensure ongoing currency.



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School Quality Assurance and Liaison

7 July 2022

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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 5 May 2016 Managing National Assessment Report The two agreed actions have been resolved.

The removal of NCEA fees removes the need for supporting financial assistance applications, and Curriculum Areas now provide standardised format and course content information to students.

External moderation processes and response to outcomes The school's response to external moderation requires strengthening to ensure that teachers' planned actions effectively address any issues identified by the moderator. Curriculum Leaders are responsible for developing actions with staff. The Principal's Nominee needs to provide Curriculum Leaders with guidance to enable them to develop effective responses with their teachers. It is recommended that this includes the required action, whose responsibility it is and the timeframes for the response.

Effective responses to moderation outcomes will develop teacher understanding of grade boundary decisions and support assessment decisions consistent with the standard. Actions should be monitored and changes to outcomes should be tracked to evaluate the effectiveness of the actions, especially where a moderator grade is different from the teacher's assessment decision, or where this is a trend. Where there are any ongoing inconsistencies, the school should consider using different grade verifiers.

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)

Hauraki Plains College uses a culture of continuous review to support its goal to meet every student's needs and ensure they are well prepared for the next steps in their chosen pathways.

Strong and innovative curriculum leadership supports the adaptation of assessment programmes and evidence-gathering methods to meet the needs of each student. This leadership enabled the school to effectively meet the challenges presented by COVID 19 during the past two years. The Senior Leadership Team explained that online learning continued during lockdown so that authentic evidence could be gathered to support student assessment outcomes.

The Principal is leading a review of roles undertaken by the Senior Management Team to ensure further collaboration with Curriculum Leaders and manage a best fit for roles overseeing curriculum and assessment for the purpose of effective succession planning. Regular meetings of the Senior Leadership Team and reflective feedback to Senior Leadership from Curriculum Leaders' meetings is considered and provides the rationale for these changes.

A review of timetable included consideration of student voice. The review aimed to establish whether longer or shorter modularised blocks of learning time could best focus student learning for assessment. Student responses suggested varying the lengths of learning times to better personalise learning across different subject areas. This has supported refinements to the existing semester-based pathways system. For example, the school's farm is used to promote Agriculture and Horticulture, Science and Trades. It now offers better personalised learning by providing blocks of learning that will more effectively meet student needs. By contrast, student voice showed that in some subject areas shorter periods provided for better focus in the leadup to assessment. By incorporating this new understanding, the school is effectively structuring its timetable to meet student assessment needs.

A review of Māori Learning as Māori has led to a growing number of assessment contexts designed to meet student needs by promoting access to culturally inclusive and relevant contexts. Teachers explained this is supported through professional development linking with Waikato University.

The school has considered its student achievement data through annual reporting to the Principal. One result of this is the engagement a Literacy Co-ordinator to support the development of student literacy to prepare students to be ready for the Te Reo Matatini me te Pāngarau/Literacy/Numeracy co-requisites implementation to year 10 in 2023. Curriculum leaders are considering any barriers and ways forwards for students to engage with this new mode of delivery and to help develop student capacity and confidence throughout Years 9 and 10.

The Senior Leadership Team acknowledges their next steps are to use digital practice exams to prepare to engage with assessing co-requisites and other digital examinations.

Communications reviews To ensure that communications, such as the staff and student handbooks, are completely current and do not contain any legacy dates which may be confusing, the school should consider hyperlinking documentation to the NZQA website.

Credible assessment practice to meet student 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)

Effective mentoring of student pathways The school has an effective mentoring system to support student achievement. Learning conversations provided by River Guides and the Careers Counsellor help students to select options and/or seek learning support to give them the best opportunity to complete their Academic and/or Vocational Pathways. These initiatives are providing effective student pathways.

Improved use of school-based evidence to identify students who may be entitled to Special Assessment Conditions By using school-based evidence the school's Learning Support Co-ordinator has identified a growing cohort of students who may be entitled to special assessment conditions to remove barriers to fair assessment for their qualifications. Teachers explained that their next steps are to ensure students build confidence to continue to take agency in using these conditions. As students make more informed choices to use their special assessment conditions those with these entitlements can make use of them so that they have the same opportunity to achieve as others. The school understands that this will promote greater equity.

Extend use of the NZQA Student and Learner Login To position the school and students to take part in Digital Practice Examinations and NCEA digital examinations the school should consider developing strategies to support students to register for and use their Learner login.

While students can see their results through the school's online portal, it is through their Learner Login they can:

- check the accuracy of their internal assessment entries and the results reported to NZQA
- order copies of their qualification certificates
- view external assessment entries, results and examinations papers, and request reviews or reconsiderations
- print an official copy of their Record of Achievement
- access NZQA digital practice exams and NCEA exams.

By January 2021 only 35 per cent of senior students had used their Learner Login. The school needs to have submitted these grades in case there is an unexpected event declared by NZQA. These exception grades should be quality assured before submission.

Quality assurance to ensure the reporting of credible results

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

Effective internal moderation systems Robust internal moderation systems provide senior management at Hauraki Plains College with confidence in the reporting of credible results. Internal moderation is an embedded practice, including critiquing, grade verification using a purposeful selection of student work for feedback, use of clarification documents and benchmarking samples for future reference.

Teachers interviewed could explain their understanding of new requirements for external moderation. They are offered professional development to ensure their updated understanding of such aspects as purposeful selection of student work at grade boundaries and NZQA's new external moderation requirements of six samples.

Curriculum Leaders are responsible for monitoring that internal moderation is complete and that materials are appropriately stored for the purposes of external moderation. A centralised Data Manager check of all aspects of the system is completed before results are submitted to NZQA. The Principal's Nominee attends Curriculum leader meetings to discuss any moderation and assessment issues. In addition, they check on processes with the Data Manager to ensure only those results that have been quality assured are reported to NZQA through the school's effective data processes.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Hauraki Plains College has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are focussed on student 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 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
- identifying and providing 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.

Hauraki Plains 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Hauraki Plains 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 student 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.

Hauraki Plains College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting samples of student work to NZQA requirements.

Effective management and use of assessment-related data

Hauraki Plains 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.

Hauraki Plains 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Hauraki Plains College has effective processes and procedures for:

- 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

Hauraki Plains 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 Hauraki Plains 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 families.

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 2011* (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 2021* (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 to consider that 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
- *Hauraki Plains College Quality Management Systems Document 2022*
- *Hauraki Plains Good Practice Guide for Teachers* (staff handbook)
- *Hauraki Plains College Student Handbook 2022* (student handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Curriculum Leaders for:
 - English
 - Humanities
 - Mathematics
 - Science
 - The Arts
 - Physical Education
- three students.

There was a report-back session with the Principal 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.