

Managing National Assessment Report

Hato Pāora College

June 2019

What this report is about

This report summarises NZQA's review of how effectively Hato Pāora 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 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 2019* (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 four 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
- *Student and Staff Assessment Handbook 2019*
- *Hato Pāora College Policies and Procedures: Student Assessment and Achievement*
- a selection of Analysis of Variance Reports
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English
 - Geography
 - History
 - Mathematics
 - Science
 - Te Reo Māori
- three students.

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.

SUMMARY

Hato Pāora College

19 June 2019

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*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

The school motto 'Whaia te Tika – Choose the Right Path' links well to the mahi students and teachers do for NCEA. Teachers and school leaders know the boys well and use this to assist them with course and pathway planning. Teachers collaborate with colleagues, both in school and outside of it, to develop their teaching and assessment practice and to ensure that professional links are established, and isolation is minimised. Courses of learning and assessment reflect the character of the school and the opportunities that a smaller setting provides, including cross-curricula topics. Partnerships with external providers further enhance learning and assessment opportunities for students.

The school has an experienced Principal's Nominee who ensures that moderation is undertaken for all standards, that assessment materials are stored adequately, and that accurate assessment data is collected and reported to NCEA. An Academic Director ensures that student data is tracked so that students at risk of not meeting their goals are identified and then supported through mentoring.

Students are well informed about NCEA and have a clear sense of direction about their pathways. Whānau are kept up to date about progress and achievement through face-to-face meetings and an online portal into the student management system.

Areas for improvement

Senior management have agreed that review of external moderation would be strengthened by identifying trends in reported issues and assessing the effectiveness of interventions. They will require Heads of Department to annually report their response and the effectiveness of changes made. They also agreed that the selection of student samples for internal moderation should consistently reflect the NZQA expectation of purposeful selection at the grade boundaries. The handbook for staff and students requires reviewing and updating in order to improve its currency and efficacy, especially for inducting new staff into school processes.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- identify trends in external moderation feedback and monitor the effectiveness of changes made

- develop a consistent approach to the selection of student work for internal moderation
- ensure that samples of student work supplied for external moderation are random selections
- ensure that information provided for staff and students is updated and reviewed annually.

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15 August 2019

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 13 April 2016 Managing National Assessment Report There were no agreed actions in the 2016 MNA report.

Response to external moderation outcomes There is a high level of agreement between school assessors and NZQA moderators. Heads of Departments review moderation reports and individual conferences take place between them and the Principal's Nominee to clarify issues and plan for appropriate change, as required. In some instances where the moderator indicates inconsistencies in the assessment of student work, these standards are included in a subsequent plan. This allows for an assessment of the effectiveness of the change made.

The next step is for senior leaders to develop a process for ensuring that the effectiveness of changes made in response to external moderation are reviewed as a matter of course. Senior leaders have agreed to require Heads of Departments to include their response to feedback from NZQA moderators and an analysis of the effectiveness of the changes made in their annual reports. This allows senior management to identify trends and monitor the effectiveness of the interventions made.

Internal review

Evidence for 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)

Hato Pāora College through its experienced senior leadership team reviews data, processes and procedures in order to identify areas for development and on-going improvement. They have:

- appointed an Academic Director to facilitate identification of and support for students at risk of not meeting assessment or qualification goals
- re-established links with Pūhoro and the Universal College of Learning (UCOL) to strengthen and broaden learning opportunities for senior students
- emphasised the importance of foundational numeracy and literacy skills for preparing students for future learning
- developed a format for departmental reporting which links to school-wide strategic aims.

Improving the effectiveness of self-review Hato Pāora College has a recently appointed a new principal who is committed to review of the school's strategic goals and direction. School leaders analyse results and report to senior management and the Board of Trustees using an Analysis of Variance report. Review in this context could be more focused on trends over time, in line with school goals focused on increasing rates of endorsement and success in external examinations, rather than

on annual decile and national comparisons. Useful review focuses on data, student agency and teacher action with analysis of outcomes and planned next steps.

Agreed action

NZQA and senior management agree on the following action to improve the school's self-review of assessment systems and practice. Senior management undertakes to:

- identify trends in external moderation feedback and monitor the effectiveness of changes made.

For Consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- focusing achievement review on trends over time rather than on decile and national comparisons.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

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

- providing a selection of courses designed to balance the school's strategic vision and student need
- having a schoolwide approach to numeracy and literacy in the junior school which results in almost all boys achieving these foundational requirements in Year 11
- using external providers to enlarge the range of available options to support student assessment
- utilising milestones, feedback and feedforward in order to minimise the need for resubmission and further assessment opportunities
- co-constructing assessment plans and deadlines with students to ensure they are being assessed when ready.

Hato Pāora College has effective processes and procedures for:

- managing individual learning and assessment needs of students, particularly those with competing curricula and extra-curricula obligations
- identifying and responding to breaches of assessment conditions, including plagiarism
- students to be able to appeal grades and have their appeal investigated meaningfully
- ensuring that appropriate evidence required for emergency and derived grades is collected
- meeting the requirements of the *Privacy Act 1993*.

Partnerships which enhance learning and assessment Hato Pāora College meets the needs of its students by partnering with external providers, the Universal College of Learning (UCOL) and Pūhoro STEM Academy. The partnership with UCOL means that students with interests and abilities in Trades, Business, Health Studies, Early Childhood Education, Tourism, and Hospitality access learning and assessment appropriate to their personal goals and future pathways. This links well with the school motto 'Whaia te Tika' and overall strategic direction.

The partnership with the Pūhoro STEM Academy at Massey University strengthens Māori students' learning in Science, Technology, Engineering and Mathematics (STEM). The Academy aims to support learners through to University Entrance and into the workforce. Hato Pāora acknowledges that although its Year 13 students have had a high level of participation and success in Level 3 STEM subjects, fewer students are taking Science subjects beyond Level 1. The partnership with Pūhoro seeks to address this by primarily targeting Year 11 students. The school can be commended for taking this approach to supporting its students.

Culturally responsive, integrated learning programmes support learning and assessment Staff collaborate to ensure that students experience topic-based learning and assessment which is integrated across multiple subjects. This allows for achievement evidence to be used to assess standards across courses and reduces student workload. An example of this is the study of Māori prophets which incorporates learning and leads to assessment, in 3 subjects; Te Reo Māori, History and Religious Education. Science and Mathematics teachers are also working together to provide contextualised learning and assessment experiences.

Low uptake of Special Assessment Conditions (SAC) The school has processes for supporting the learning and assessment needs of all students, including those requiring special assessment conditions. Currently, however, there are no students with SACs. The next step is for the school to analyse assessment data and teacher feedback for Year 9 and 10 students to identify students with sensory, physical, medical and/or learning difficulties/disabilities that might be able to be overcome, or reduced considerably, with appropriate SAC entitlements.

For consideration

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

- identifying potential SAC candidates, and supporting applications, by analysing student assessment data and teacher feedback for sensory, physical, medical and/or learning difficulties/disabilities.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

Hato Pāora College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify samples of student work
- collaborating with colleagues within and from other schools to share moderation responsibilities, including critiquing tasks and grade verification
- identifying, storing and using benchmarked samples of student work
- monitoring through the Principal's Nominee that verification is completed for all standards prior to reporting of grades.

Hato Pāora College has effective processes and procedures for managing external moderation by:

- ensuring all student work is adequately stored in a central location and available for selection.

Staff networks support moderation practice Staff interviewed for this review all spoke of the benefits of their professional networks. These are a vital resource, which ensure that they are not isolated in their practice. Teachers are active participants in regional clusters. They actively seek professional connections with colleagues in other centres which provide support for teachers new to leadership roles, moderation, teaching practice and assessment resources.

Strengthening internal moderation processes High quality internal moderation includes verification of student work at grade boundaries. At Hato Pāora College some departments could strengthen their moderation practice by purposefully selecting student samples for grade verification, particularly those at grade boundaries. Senior leaders can ensure that practice consistently meets NZQA requirements by having experienced staff share examples of the way they purposefully select student work for verification, and by clarifying the expected selection process in school documentation.

With consistency of selection for grade verification, teachers will be able to make better use of the *Internal Moderation Cover Sheet* for recording discussions between the assessor and the verifier. Recording the discussion involved in the verification process means it can be referred to when making future decisions. It also improves the robustness of grading, provides valuable professional development, and can assist when responding to NZQA moderator feedback in external moderation.

Random selection of student samples for external moderation required Senior management must ensure that samples of student work supplied for external moderation are randomly selected, by a person other than the assessor, from all the student evidence for that standard. When class sizes are small it is appropriate that all the student evidence is supplied, however, when there are sufficient samples available, a random selection process must be applied.

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:

- develop a consistent approach to the selection of student work for internal moderation
- ensure that samples of student work supplied for external moderation are random selections.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Hato Pāora College effectively uses assessment-related data to support achievement outcomes for students by:

- reporting annually to the Principal and Board of Trustees to inform strategic planning
- evaluating courses annually in order to improve teaching and assessment practice
- encouraging students to use the school's online portal and their NZQA Learner Login to monitor results and progress.

Hato Pāora College reports accurate achievement data by:

- submitting regular data files, and by checking for and correcting errors
- ensuring that all internal entries have results, or are withdrawn, as appropriate, by the published due date.

Academic Director monitors data and coordinates mentoring support An Academic Director monitors assessment data to identify students at risk of not meeting assessment or qualification goals and coordinate the required intervention. A shared document is used to gather and distribute information to staff and to coordinate the school response to the student's needs. A system of mentoring these students by the Senior Dean or a Head of Department ensures that students are followed up and supported into the most appropriate pathway.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Hato Pāora College has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedure to whānau, students and teachers
- meeting with, and reporting to, whānau and caregivers about student progress and achievement
- providing an on-line portal for students and parents to be able to access and track progress and achievement.

Hato Pāora College assists common understanding of assessment practice by:

- providing written information to students so that they can follow processes
- informing teachers about assessment best practice and providing opportunities to discuss changes
- requiring teachers to cover material about NCEA processes with students in all senior classes.

Information for staff and students in handbook needs to be regularly reviewed

Up-to-date information in a school handbook supports students by providing accurate and reliable information about NCEA. It also helps experienced teachers to be informed about changes and best practice and it helps new teachers with their transition to new roles and processes.

Information in the *Staff and Students Assessment Handbook* would be strengthened by:

- correcting the information about the literacy requirement of University Entrance
- providing a complete description of the process for internal moderation.

A process for reviewing the format of, and information contained in, the staff and student handbook and on course outlines is required to ensure consistency and currency.

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:

- ensure that information provided for staff and students is updated and reviewed annually.