

# **Managing National Assessment Report**

## **Havelock North High School**

**June 2021**

## What this report is about

This report summarises NZQA's review of how effectively Havelock North High School:

- 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 2021* (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's consideration 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
- *Havelock North High School Charter and Strategic Plan 2021 – 2023*
- *Havelock North High School Assessment Policy and Procedures* (student handbook)
- *Havelock North High School Quality Assurance Procedures* (staff handbook)
- *Havelock North High School Quality Assurance Procedures – extension to policies, including updated digital protocols*
- a sample of course outlines and assessment statements for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee/Assistant Principal
- Heads of Department for:
  - Business
  - English
  - Geography
  - Languages
  - Mathematics
  - Music
- three students.

There was a report-back session with the Principal, Principal's Nominee, two Deputy Principals and another Assistant 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.

# SUMMARY

## Havelock North High School

24 June 2021

### 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 four years.

This review was rescheduled from 2019 due to the appointment of a new Principal's Nominee late in 2018 and then again due to the disruption caused by COVID-19 in 2020.

### What the school is doing well

Havelock North High School is committed to enabling students to reach the very highest standards of achievement in everything they do, as expressed by the school motto: *Aim to Excel* and the school whakataukī (*Whāia te iti Kahurangi, ki te tuohu koe, me he maunga teitei*). For the past five years, the school has maintained rates of attainment above those at national level and comparable to those of similar schools. The school's mission is to nurture individual potential, so all students can achieve their best.

The school has a high retention rate of students returning for Year 13. As a result, 95 percent of students who stay for 5 years, gain Level 2 or better. As the school Charter states: "*a person would generally need to be fairly determined not to succeed, if they do not succeed here.*" A strong pastoral network based on vertical Form Classes within four House groupings, offers students wrap around support, both academically and in terms of supporting students' sporting, life and career goals. The Form Teacher (Academic/Pastoral Mentor), supported by the House Tutor (Dean), tracks and mentors each student through the extended fortnightly form time, dubbed *Big Thursday*. The Form Teacher uses NCEA data and comments from subject teachers to identify students "at risk" and those requiring extension and is responsible for identifying and implementing appropriate interventions as required.

The school provides students with a wide variety of options and opportunities, enabling them to navigate academic, vocational and personalised pathways in pursuit of their life and qualification's goals. The school responds effectively to meet its twin demands for academic and vocational pathways. In response to community feedback, courses in core subjects are differentiated into those with either an external, or an internal assessment focus, and the school offers an extensive Scholarship programme to meet student demand. For students pursuing vocational pathways, or heading straight into employment from school, Future Pathways courses lead to engagement with Gateway, STAR and Trades Academy courses. Students needing additional support are catered for in the literacy and numeracy courses available at Levels 1 and 2. Several subject areas offer alternative programmes to meet demand for courses with a practical or performance focus.

All courses and programmes are subject to a review process to inform future strategic direction. Student voice is regularly sought for departmental reviews to inform course design and co-construct programmes that remain relevant and future focused. Formal departmental reports, based on an analysis of achievement data, are submitted to the Principal each year and to the Board of Trustees every two years.

The senior management team is future focused and implemented its Encompass Programme to enable students to acquire the soft skills research has identified as essential for success in the 21<sup>st</sup> century workplace. Over Years 9 -13, students develop a Growth Mindset, explore effective goal setting and develop a range of skills and strategies that better prepare them for navigating life and work.

Senior management can have confidence that credible assessment results are reported to NZQA. Robust assessment and moderation practice and procedures are modelled and led by the Principal's Nominee and Heads of Department. Assessment is delivered, submitted and managed digitally, along with internal and external moderation. High standards of academic integrity are assured through the management of assessment in the online learning management system used by the school.

Data management and use effectively supports student achievement outcomes and ensures the timely reporting of results to NZQA. Achievement data is analysed to review department practice and courses, set strategic direction and evaluate the effectiveness of changes to assessment for qualifications.

The school has a range of effective communication channels that allow staff, students and their families to gain a common understanding of current NCEA and school assessment procedures.

### **Areas for improvement**

There are no agreed action items. Some points for consideration are detailed in the body of the report.

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28 July 2021

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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 30-31 March Managing National Assessment Report** The school has addressed the agreed action from the 2016 review by providing all staff who assess NCEA with access to the general security area of the school's NZQA Provider Login.

**Response to external moderation outcomes** The Principal's Nominee ensures departments that receive external moderation reports that are Not Consistent or Not Yet Consistent, complete an action plan to resolve the issue. He monitors the effectiveness of the action by including the standard in a subsequent year's Moderation Plan. Over the past three years, the majority of standards have come back consistent, or improved, after being resubmitted. The Principal's Nominee closes the monitoring cycle once the standard achieves a consistent status. The feedback from external moderation is summarised on a spreadsheet and shared with the Principal who maintains oversight of the quality of moderation overall.

### 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)*

This review found that the school is using its own processes of self-review to implement changes that will improve achievement outcomes for all students.

Improving equitable outcomes for Māori students, who currently make up 18 percent of the roll, is a continuing priority for the school. A range of strategies has been implemented aimed at improving achievement outcomes and improving cultural inclusivity for the target group. In 2019, ninety percent of Year 12 Māori students gained Level 2, which was well above that of schools nationally, and schools in the same decile band. Interventions included:

- accessing and using STAR funding to engage with an outside provider, Kahurangi Māori Dance Theatre, to offer standards the school was unable to offer
- running a Māori Performance programme for Year 11/12 "at risk" students in order to gain additional Level 2 credits
- the Te Waka Āwhina Committee comprising key staff members who monitor and promote the interests of Māori students and whānau, including the development of policies to support Māori education in Havelock North High School, the gathering of data about Māori educational achievement, the implementation of school goals around Māori educational achievement and consultation with whānau

Interventions aimed at improving retention and achievement of Māori students include, the introduction of an inter-house Kapa Haka competition and celebrating Matariki with other schools in the local Kahui Āko. Looking forward, the school is planning to engage with the new Te Āo Haka standards in 2023.

The school adopted the Schoology learning management system as part of its future focused approach. This cloud-based system enables all student work to be delivered digitally and it remains the school's intellectual property for two years. The learning management system has successfully resolved issues related to the storage of student work for external moderation and has improved teachers' ability to monitor its authenticity through checking a document's revision history. The APA referencing guide and the *Havelock North High School Assessment Policy and Procedures (student copy)* are bookmarked and accessible for students' reference.

There is now greater consistency in the way assessment is managed across all departments, with each assessment task delivered on a standard template modified for each particular standard. Student work can be checked anywhere, anytime, online, providing assurance for students and teachers if school-based learning is interrupted by unexpected events. Grades can be shared with students through the platform, thereby protecting individual students' right to privacy.

Vertical form classes are grouped into Houses with the House Tutor (Dean) and Form Teacher working together to provide wrap around support for each student to achieve their qualifications' goals. The *Big Thursday* extended fortnightly form time was introduced to strengthen tracking of student progress to prevent any student falling short of their qualification's goal. During this time, the Form Teacher uses achievement data and feedback from subject teachers to identify and put in place support plans for students "at risk." The Form Teacher addresses attendance and work completion issues, whereas the House Tutor (Dean) gets involved where a higher level intervention is required. *Big Thursday* form time is used to clarify for students how NCEA works, how to attain their literacy and numeracy credits, as well as, Course and/or Certificate endorsements and University Entrance.

All departments are encouraged to conduct a self-review annually to ensure their assessment practice and moderation procedures produce credible results, and to ensure their courses evolve in a way that best meets students' needs and aspirations. Heads of Department meet twice each term with senior leaders as the *Curriculum and Assessment Committee*, where assessment matters are continuously reviewed to ensure best practice and best fit for Havelock North High School. Every school leaver has an exit interview with the Principal and senior management is able to use this intelligence to improve student programmes and pathways. Several departments have reduced the number of credits on offer to alleviate workload pressure and to provide students with more time to focus on the quality of their assessment outcomes.

Since the last MNA review, the Encompass Programme has evolved to develop competencies outside traditional curriculum areas to enhance students' work and life readiness. Soft skills such as, collaboration, communication and problem solving are incorporated in a themed programme, differentiated by year level and appropriate to the age and stage of students' emotional and social development. Encompass is subject to a process of continuous review to which student voice is added and efforts are made to co-construct programmes that are relevant and meaningful contributing to all students' life and work readiness.

**No action required**

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

## **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 2021 5.1 – 5.7)*

### **Havelock North High School has effective processes and procedures for meeting the assessment needs of their students by:**

- offering courses differentiated to meet students' abilities, interests and goals, for example:
  - English, Mathematics and Science with either an external or internal focus
  - literacy and numeracy classes in Year 11 and 12 to strengthen skills for a target group of high priority learners
  - alternative courses with a practical or performance focus in several subject areas, including, Physical Education (PE Applications) and Music (Musicianship)
  - Year 12 Science for students with an interest in Science who do not intend to specialise in one of the single subject sciences
  - providing additional out of class tutorials to support students preparing for NCEA and New Zealand Scholarship with 16 students awarded New Zealand Scholarships in 2020, including 4 Outstanding Scholar awards
- maintaining rates of attainment above those at national level and comparable to those of similar schools with 95 percent of students who stay for 5 years, gaining Level 2 or better
- achieving rates of Certificate Endorsement better than those at national level
- enabling students to undertake multi-level study and supporting those students with the aptitude and motivation to study more than six subjects
- engaging with external providers to extend the school's capacity to support students' vocational pathways through Gateway, STAR and Eastern Institute of Technology courses
- extending the number of successful applications for Special Assessment Conditions by using school based evidence and provisioning entitlements for internal assessment, as requested.

### **Havelock North High School has effective processes and procedures for:**

- ensuring credible and consistent school-wide assessment practice, regarding missed and late assessments, extensions, resubmissions, and further assessment opportunities
- assessing when ready and withholding grades or the return of papers where necessary, to maintain academic integrity
- maintaining robust checks on authenticity
- supporting students' grade appeals and keeping a log of all appeals and breaches

- ensuring evidence for derived and unexpected event grades are based on valid standard specific evidence and that benchmark exams are subject to quality assurance processes
- meeting the requirements of the *Privacy Act 2020*.

**Addressing inequities for Māori and Pacific students in STEM subjects** In response to the fact that Māori participation and success in STEM subjects is below that of “other” students, STEM teachers and senior management participated in NZQA’s Equity in STEM project run by Rawiri Gibson (Principal Analyst, NZQA) in 2019. School data was analysed, and teachers contributed to the inquiry project by considering strategies to better engage Māori and Pacific students in STEM. While there are still disparities for Māori in STEM subjects, teachers and senior management continue to work on strategies to redress inequities for Māori, not only in STEM, but across the board in all subject areas.

**Clarify with teachers when it is appropriate to withdraw a student from a standard** Discussions with teachers revealed some inconsistencies in teachers’ interpretation of a section in the school’s *Failure to Complete Assessment* policy, regarding when it would be appropriate to withdraw a student from a standard and when to report a “Not Achieved” grade. A “Not Achieved” grade must be reported for a student for whom there are no mitigating circumstances, who has had an adequate opportunity to be assessed but failed to avail themselves of this opportunity.

#### **No action required**

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

#### **For consideration**

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

- clarifying what constitutes an “adequate” opportunity to be assessed in its *Failure to Complete Assessment* policy, so a consistent understanding is developed, and teachers understand when it is appropriate to withdraw a student from the standard and when they should report “Not Achieved.”.

## **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 2021 6.4b)*

### **Havelock North High School has effective processes and procedures for managing internal moderation by:**

- critiquing all assessment materials prior to use to ensure they are valid and fit for purpose
- documenting the quality assurance process on a digital *Internal Moderation Cover Sheet*
- using suitable subject-specialists from within or outside the school to verify grades awarded on a purposefully selected sample of student work
- having Heads of Department track and manage the progress and completion of the internal moderation process online through Department folders which are shared with the Principal's Nominee
- having the Principal's Nominee conduct annual audits of departmental internal moderation processes.

### **Havelock North High School has effective processes and procedures for managing external moderation by:**

- selecting samples of student work randomly to NZQA requirements
- ensuring samples of student work are provided for external moderation by being stored digitally by default
- having Heads of Department share external moderation reports with the whole department for professional development and as part of department self-review
- monitoring agreement rates to identify emerging trends and potential issues within subject areas
- encouraging teachers to seek clarification of a standard before undertaking assessment and using the query or appeal function in the external moderation application to further clarify issues identified by NZQA moderators.

### **No action required**

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

## **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)*

### **Havelock North High School effectively uses assessment-related data to support achievement outcomes for students by:**

- using an external analysis of annual data to better understand trends and patterns
- reporting to the Principal annually and the Board of Trustees biennially, a departmental analysis of NCEA achievement:
  - against set goals, identifying variances in internal and external standard achievement and unexpected results and trends
  - comparatively and historically to inform changes to standards and justify future course content
- gathering student voice to evaluate courses, inform changes to programmes, assessment contexts and standards.

### **Havelock North High School reports accurate achievement data by:**

- reporting results to NZQA on a regular and timely basis
- using the Key Indicator Checklist and Data File Submission reports to identify and resolve data issues
- checking external entries to ensure minimal late entries
- monitoring the availability of Unexpected Event Grades prior to NCEA examinations
- reporting results against the correct provider codes of outside providers with which the school holds a current Memorandum of Understanding.

### **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))*

### **Havelock North High School has effective processes and procedures for:**

- requesting parents/caregivers of students “at risk” to attend a three-way conference to determine how best to support their student’s goals
- assisting students with course planning by having the student meet together with the Career’s Adviser and their Form Teacher at year end to plan the following year’s courses
- reviewing communications to ensure they are fit for purpose and current.

### **Havelock North High School assists common understanding of assessment practice by:**

- communicating assessment policy and procedure to students and their parents/caregivers through Schoology and the school website
- communicating with staff through the *Yellow Pages*, the school’s weekly staff newsletter
- holding an information evening for parents/caregivers new to NCEA in Term 1
- ensuring all students and their families /caregivers receive consistently formatted outlines and assessment statements via email for all courses a student undertakes
- ensuring all students and their families have access to achievement data through the student and parent portal and providing mid-year and end-of-year reports
- having the Curriculum and Assessment Committee meet all Heads of Department twice per term to discuss NCEA related matters and ensure assessment practice and procedures are credible and consistent
- sharing updates on changes signalled through Circulars, EmailLink and contact with NZQA with all relevant teachers, in a timely manner
- supporting teachers new to the school and having a number of staff involved in subject associations and Subject Advisory Groups, as well as those contracted as Panel Leaders or markers of NCEA examinations.

### **No action required**

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.