

Managing National Assessment Report

Hastings Girls' High School

March 2023

FINDINGS OF THIS REVIEW

Hastings Girls' High School

9 March 2023

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 2022.

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 2022.

Actions and considerations

Agreed actions

The school agreed that a range of actions will improve the quality of its assessment systems and practice for national qualifications. These are:

Actions	Timeframe
Internal moderation to ensure the reporting of credible results	
Strengthen systems for monitoring and documenting internal moderation to give school leadership confidence that each internally assessed standard has been moderated before its results are reported to NZQA.	Immediate
Further clarify <i>verification sufficiency</i> and <i>purposeful selection</i> so all staff have a common understanding of NZQA's requirements.	Immediate
Ensure all derived grades reported have been quality assured through a verification or justification process.	Prior to external assessment

For consideration

To extend good practice in meeting ākonga needs and supporting credible assessment practice, the school is encouraged to consider within the next year:

- creating a system to monitor applications for extensions to assessment
- consolidating information on NCEA practice and procedures for staff and ākonga into two dedicated documents (hard copy or digital) which keep assessment-related communications current, complete and readily accessible for each user group, and review these communications annually to ensure they remain current and fit for purpose

- ensuring all staff are aware of and have access to NZQA's assessor support for internal assessment
- refining storage protocols and file naming conventions so that evidence of internal moderation is available upon request
- supporting all ākonga engaged in NCEA to use their Learner Login to engage in NZQA assessment processes.



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24 April 2023

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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 1 August 2018 Managing National Assessment Report The school has effectively resolved its agreed action to develop processes to gather school-based evidence in support of applications for special assessment conditions for potentially eligible ākonga. The majority of the school's SAC applications are now derived from school-based evidence.

Developing new model for evaluation and support In consultation with local iwi, *Ngāti Kahungunu*, the school is co-constructing with ERO a new model for external review to better reflect the place of te ao Māori in the life of the school and across all teaching, learning and assessment.

External moderation processes and response to outcomes The Principal's Nominee was appointed to his current role in early 2020. Since that time, there has been a high level of staff turnover and a curriculum refresh, which affected the Principal's Nominee's ability to send some materials for external moderation in 2021. This resulted in lower than expected external moderation outcomes in that year.

In response, the Principal's Nominee created a centralised, online storage system so that student work is always available to send for external moderation. In 2022 and 2023, under the Principal's Nominee's guidance, the school's external moderation outcomes have been restored to more than 75 percent consistent.

The school has a system for responding to external moderation reports for standards where teacher judgments were found to be Not Consistent or Not Yet Consistent with the national standard. The Principal's Nominee is currently reviewing the format and storage of the action plans for greater consistency and accessibility, respectively.

A necessary next step is to evaluate whether the action plans have satisfactorily resolved the issue/s identified in the moderator's report, thereby closing the cycle of moderation. Some schools incorporate their external moderation outcomes into departmental self-review and include these in departments' annual reports to the Board of Trustees. This good practice ensures that external moderation reports are valued for their professional learning component.

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)

In a drive to eliminate disparities in achievement across its various ethnic groups, Hastings Girls' High School is undertaking a whole school curriculum review and reimagining the way it structures teaching and learning to better meet the needs of all ākonga. Targeted professional development is building the capability of staff to deliver culturally responsive pedagogical and pastoral practices.

Raising expectations of achievement for all ākonga Since the last Managing National Assessment review in 2018, the school has a new leadership team and most of those in middle management are also new, resulting in a new vision and strategic direction for the school. One outcome from the school's recent curriculum review is that there are now substantially fewer Unit Standards in courses. Hastings Girls' High School offers 30 - 50 percent fewer credits from Unit Standards than comparative schools and schools nationally. The intention is to raise expectations and ensure that ākonga have access to a greater range of pathways.

Hastings Girls' High School's self-review processes are interactive and cyclic

There is a clear focus on continuous improvement that ensures assessment best practice is both sustainable, responsive and relevant to the unique needs of its ākonga. The school reports regularly to its Board of Trustees regarding progress on key issues, such as attendance, and the leadership team analyses a range of data on a weekly basis to identify assessment outcome trends and where improvements are needed in delivery or course design.

Ākonga passports to success The school has developed a number of initiatives to support ākonga to complete qualifications. A point of difference for the school is the role the Ākina coach takes in each student's journey. *Whakawhanaungatanga*, the process of building relationships, is key to ensuring all ākonga feel connected to at least one significant adult in the school who knows their story. The overarching idea binding staff in a common purpose is: *"Knowing her story and supporting her in her learning today, best prepares our girl for her tomorrow."*

All senior ākonga receive their NCEA passport in Term 1 and together with their Ākina coach create a learning goal. Ākina classes take place 2 – 3 times a week during which the coach is able to track, monitor and record each girl's NCEA progress. Over and above this, each girl has a House Dean who monitors her overall outcomes, subject choice and academic concerns. The passport is used to inform discussion with ākonga and whānau at the Senior Progress Hui in Term 2 and Senior Pathways Hui in Term 3.

Another layer of support is provided by academic mentoring deans who identify ākonga "at risk" of not gaining a qualification and implement targeted support as required. At the end of each year, senior ākonga are sorted into categories. Those in category 1 can sign out and go on study leave and those in categories 2 and 3 receive differentiated, targeted support from all staff, who commit to continuing to support their ākonga to attain their qualifications' goals.

Focus on improved attendance and engagement following COVID -19

disruption The pandemic has had a disproportionate impact on this school community. Over the past three years, attendance has been below levels the school expects and engagement in both internal and external assessment has suffered as a result. In an effort to achieve its goal of 90 percent attendance, the school has employed two full time youth workers and implemented more robust processes to track and improve attendance. School evidence shows that full attendance is directly aligned with positive, achievement outcomes.

Credible assessment practice to meet ākonga 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)

Readiness for the new Literacy/Numeracy Co-Requisite standards To ensure that all ākonga are ready for the changes required to successfully engage with digital online assessment, the school is trialling the Numeracy standard in the 2023 transitional year. The school has engaged a consultant to work on numeracy strategies across all subjects and assist with early intervention of ākonga requiring extra support in numeracy.

In preparation for using NZQA's digital online platform, *Assessment Master*, the school is advised to provide support for teachers by directing them to assessor support in NZQA's Learning Management System, *Pūtake*. All teachers require access to *Pūtake* to be added by the Principal's Nominee via their ESL login. Additional online or face to face support is available by contacting the school's School Relationship Manager. The MOE's *NCEA Change Programme* site offers guidance and help with planning and preparation for the delivery of assessment for the new standards. The school is encouraged to explore entering ākonga into the new literacy standards this year to build the capacity of administrators and supervisors needed for the administration of digital assessment in 2024.

Refresh written communications for staff and ākonga on NCEA assessment practice and procedures Although the school communicates assessment policy and procedures verbally, digitally and in person to staff, ākonga and their families, dedicated staff and student handbooks (hardcopy or digital) would provide a readily accessible, consolidated and complete source of information on NCEA practices and procedures to support credible assessment practice. The following aspects of the school's assessment practice need to be aligned with NZQA's guidelines and terminology:

- **Breaches** – Moving forward into digital first assessment, school documentation for staff and ākonga requires clearer guidelines on breaches of external assessment specifically around what constitutes a breach, consequences of a breach being proven and the process for dealing with breaches and appeals.
- **Quality Assurance of Evidence for Derived Grades** – Teachers need to be aware of NZQA's quality assurance requirements for derived grades and of the need for a verification or justification process. All schools have a new Report in their Provider Logins showing their Derived Grade profile for previous academic years, including breakdowns by level, and subject. This shows how aligned the derived grades awarded are with the actual results ākonga gained. The school needs to keep a record of its quality assurance process for all derived grades.
- **Monitoring extensions to assessment** – The school should record the process for awarding extensions for missed or late assessment, so that ākonga requests can be tracked to ensure consistency and to maintain authenticity for all assessment opportunities.

- **Update and align school terminology with NZQA's terminology** – The school's use of the term *Reassessment* should be replaced with *Further Assessment Opportunity* to reflect NZQA's conditions of internal assessment. Where ākonga do not avail themselves of the first assessment opportunity, they should not be offered a Further Assessment Opportunity, without a valid reason.
- **Update information regarding Course Endorsement** – School documentation needs to include the award of Course Endorsement at Achieved level, as well as at Merit and Excellence.

Clarification of resubmission rules required The Principal's Nominee should clarify with all staff when it is appropriate to offer a resubmission. Heads of Faculty could monitor resubmissions to avoid potential inconsistencies in assessment practice.

Resubmissions are best suited to time bound assessments. Although a resubmission may only be offered for work that is Not Achieved, there are additional considerations to determine if the student ought to be offered one. For example, where an extended period of time is given to complete an assessment, with checkpoints built in, ordinarily this will negate the need for a resubmission. A link in the school's assessment information for staff and ākonga to the NZQA Mythbusters on *Further Assessment Opportunities* and *Resubmissions* will ensure consistent and credible assessment practice.

Ensure all staff are aware of NZQA's assessor support for internal assessment including:

- the *Request clarification of an internally assessed standard* form
- NZQA's LMS, *Pūtake* for support with internal assessment by subject, and new modules on authenticity and digital assessment using Assessment Master
- video tutorials on the *Schools and Teachers* portal of the NZQA website
- Best Practice workshops, and
- the MOE website for updates and support for the NCEA Change Programme.

Encourage all ākonga to use their *Students and Learners Login* The school needs to support ākonga to register their login, so they can access the functions it provides and be ready to access the digital online assessment platform. It is through their Learner Login that ākonga can access NZQA digital assessment, and:

- check the accuracy of their entries and the results reported to NZQA
- order copies of their qualification certificates
- request reviews or reconsiderations of external examination papers, and
- print an official copy of their Record of Achievement.

Internal moderation to ensure the reporting of credible results

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

Strengthen internal moderation The school must implement an effective monitoring system for internal moderation that gives the school leadership confidence that each internally assessed standard has been moderated before its results are reported to NZQA. A check of each standard's Internal Moderation Cover Sheet is needed to

- ensure assessment tasks are critiqued prior to use to ensure they are fit for purpose, and
- ensure subject specialists have been used to verify grades awarded on a strategic selection of a sufficient sample of ākonga work, and
- ensure over-verification is monitored to reduce unnecessary workload for grade verifiers.

Assessors are expected to use clarification documents, NZQA exemplars, school benchmark samples collected from earlier external moderation rounds and professional learning opportunities to inform assessment judgements.

Clarify verification sufficiency and purposeful selection Staff require further clarification on NZQA's guidelines for sufficiency as some departments interviewed send more samples of student work for grade verification than NZQA requires to assure assessment is credible. The Principal's Nominee needs to monitor over-verification to reduce any unnecessary workload for verifiers.

There is no predetermined number of pieces of student work that must be verified. The sample size is best determined using a strategic selection process, where the number of pieces selected will vary according to the depth of assessor experience, feedback from previous external moderation, the availability of good quality grade boundary exemplars, and the number of ākonga assessed. Where over-verification does occur, it should be done knowingly and purposefully for its professional learning component.

Assessors should purposefully select work for verification of grades awarded from around grade boundaries, as well as any grades that need to be reviewed to ensure that their decisions are consistent with the standard.

Storage of student work for external moderation under review At the time of this review, the Principal's Nominee was in the process of reviewing storage protocols and naming conventions for the storage of student work for external moderation. There has already been very good progress in this area as evidenced by the fact there were no *Materials Not Received* reports in 2023.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Hastings Girls' High School has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga 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 ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring teachers are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākonga 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.

Hastings Girls' High School has effective processes and procedures for:

- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Hastings Girls' High School has effective processes and procedures for managing internal moderation by:

- using grade verifiers from outside the school.

Hastings Girls' High School has effective processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Hastings Girls' High School effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga 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.

Hastings Girls' High School 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 ākonga and kaiako 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.

Effective communication to inform staff, and ākonga and their whānau about assessment

Hastings Girls' High School has effective processes and procedures for:

- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating ākonga success, such as the holding of parent gatherings.

Hastings Girls' High School assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Hastings Girls' 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, ākonga and whānau.

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 2022* (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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023*.

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'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 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:

- access to the school *SharePoint* site to guidelines for staff on Managing National Assessment
- a range of assessment and curriculum policy documents
- range of 2022 departmental reports to the Board of Trustees
- information on their actions and self-review since the last Managing National Assessment report
- (*Draft*) Strategic and Annual Plan for Hastings Girls' High School 2020 – 2023.

The School Relationship Manager met with:

- the Principal's Nominee / Deputy Principal – Operations
- Heads of Department for:
 - English
 - Health and Physical Education
 - Ngā Ara Reo me Ōna Tikanga
 - Science
 - Social Science
 - Technology
- three ākonga.

There was a report-back session with the Principal, the Deputy Principal Pedagogy and Curriculum and the 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.