

# Managing National Assessment Report

## Central Hawkes Bay College

May 2019

## What this report is about

This report summarises NZQA's review of how effectively Central Hawkes Bay 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
- *Central Hawke's Bay College Assessment Manual 2019* (staff handbook)
- *Central Hawke's Bay College Assessment Procedures* (student information sheet)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal - Assessment
- Heads of Faculty for:
  - Arts and Languages
  - English
  - Humanities
  - Physical Education
  - Science
  - Technology
- three students.

There was a report-back session with the Principal, Deputy Principal, Assistant Principals, Principal's Nominee and Board Chairperson 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

## Central Hawkes Bay College

1 May 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

Central Hawkes Bay College, through its shared values of Whakanuia(respect), Manatangata(integrity), Iwi Kainga (community and Hiranga (excellence), continues to focus on holistic learning and ensure that assessment for national qualifications is credible.

Central Hawkes Bay College is responsive to external review and has effectively addressed the action items from the 2016 *Managing National Assessment Report*. The Leadership and Management Group has implemented the range of changes necessary to maintain and improve the credibility of assessment practice, with input from all stakeholders, ensuring shared ownership of the process and outcomes. Self-review has led to improvement in assessment practice to better meet the needs of students, including, reducing and capping the number of credits available in most courses, documenting milestones and ensuring students have adequate assessment opportunities to gain their qualifications. It has also resulted in enhancements to communications and student understanding of assessment related processes, as well as enhancing the quality of data submitted to NZQA.

The school ensures students can maximise their qualifications goals by offering a range of opportunities to meet their needs. Assessment is differentiated through programme design in core subject areas, and some individualisation of courses and contexts where appropriate. Opportunities are extended by using external providers to offer courses and standards that the school would otherwise be unable to provide. The school has been recognised for its outstanding success in transitioning its students into trades and service industries by winning the 2018 Gateway, "Got A Trade, Got It Made" award. Increasing numbers of identified students receive approved Special Assessment Conditions and are well supported.

Internal and external moderation processes, including monitoring and follow up of any necessary actions, are embedded across the school, ensuring that only credible results are reported to NZQA. The processes that teachers have to follow are well documented in the staff handbook and in general, the follow up is thorough through annual mini MNA reviews with each Head of Faculty. The strength of management's quality assurance processes is reflected in the high level of consistency between teacher and NZQA external moderator judgements.

Data management and use is now more robust to ensure that students have an accurate assessment programme recorded to assist them with tracking their

progress. Assessment data is managed to ensure results reported to NZQA are timely and are reported only when the students have had an adequate assessment opportunity. Achievement data is analysed to review department practice and courses, set strategic direction and evaluate the effectiveness of changes.

Students can independently monitor their own progress towards completing qualifications. Results data contributes to identifying and intervening with students at risk of not achieving a qualification or mentoring those struggling to reach their qualifications goals.

A range of effective targeted communication is in place to ensure staff, students and caregivers have a common understanding of the NCEA qualification and the school's assessment policy and procedures. The school is one of only a few who combine online course information with online course selection and allow students to take the lead selecting options and courses. A range of digital applications have made the information about qualifications more accessible for staff and students in a largely paperless environment.

### **Areas for improvement**

Supported Learning standards were utilised with a whole class in one of the learning areas interviewed. It is a requirement that these unit standards only be used with identified target learners, namely, students with learning disabilities, including those with intellectual disabilities. Many of the students who were assessed against these standards did not fit these criteria.

This review found that random checks during the Principal's Nominee's 'mini MNA' reviews did not discover that one of the subject areas interviewed had not verified a sample of grades awarded for every standard offered each year. The school processes must ensure every internally assessed standard is subject to grade verification as part of the internal moderation process each year, to ensure credible results are reported to NZQA.

### **Agreed action**

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

- ensure the use of Supported Learning unit standards is appropriate
- ensure that Heads of Faculty confirm that every internal standard assessed is moderated each year, so that senior leaders can be confident they report credible results to NZQA.

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14 June 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 22-23 March 2016 Managing National Assessment Report**

The school has addressed the four agreed actions from the 2016 review and updated the staff handbook accordingly by:

- encouraging staff, where possible, to seek external verification of grades awarded, and supporting staff with relief cover and transport to meet with their external subject specialist verifiers
- clarifying with staff, and in the documentation, what constitutes an adequate assessment opportunity
- developing a process to confirm that all results have been internally moderated prior to the end-of-year data file submission to NZQA
- ensuring there is a result for every entry prior to the end-of-year data file submission to NZQA.

**Response to external moderation outcomes** The school has a recent moderation history with high levels of agreement between teachers and NZQA moderators' judgements. Faculty Leaders are required to complete the *MNA External Moderation Response* form and develop action plans to address issues identified in external moderation reports. The Principal's Nominee monitors the completion of these plans through the 'mini MNA' review process operating in the school and supports teachers, if required, with professional learning.

### 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)*

**Commitment to ensuring the success of every student** The Leadership and Management Group has used student achievement data and community consultation to develop its strategic goals of improving student attendance and raising achievement for Māori and boys. The college has implemented several initiatives since the last review to ensure its goals are met.

**Improved tracking of student progress** In response to lower than expected levels of achievement for Māori and boys, the school has introduced more rigorous tracking systems. Every student's progress towards his or her qualifications goal is tracked by an Assistant Principal dedicated to this responsibility. The Assistant Principal analyses achievement data at regular intervals throughout the year to identify students at risk of not meeting their academic and vocational goals and uses a traffic light system to enable Deans and mentors to readily identify those in the target group. Alongside the tracking of achievement progress, attendance is also tracked

and made visible to students and promoted as a key to future educational success. Regular attendance is one of the school's targeted actions aimed at improving the educational outcomes for all, while raising the levels of achievement for Māori and boys in particular.

**Māori and Pacific People's engagement and success in Science, Technology, Engineering and Mathematics (STEM) subjects** The school's review of achievement data provides evidence of lower participation and achievement in STEM subjects for Māori and Pasifika students than for students of other ethnicities. The school has several initiatives to address this disparity, including involvement in the Whakapiki Ake programme through the University of Auckland to encourage these students into health-based careers, holding a Māori Achieve celebration evening with guest speakers and targeting these students specifically with the involvement of Māori and Pasifika liaison officers. In addition, students with ability in STEM subjects can take a Level 1 course with double the usual time allocation. This has had a notable flow on effect with successes in externally assessed subjects in this domain at Level 2 and 3.

**Increase in Special Assessment Conditions applications** Since the last Managing National Assessment Report, there has been an increase in the number of Special Assessment Conditions applications and a notable increase in the number of applications made using school-based evidence to enable fairer assessment conditions for students in the target group. The school purchased the LUCID specific learning disability assessment tool to better identify students entitled to Special Assessment Conditions and offers Special Assessment Conditions to students in Years 9 and 10 who will need support when they embark on NCEA Level 1.

**Increasing use of technology** The college has been an early adopter of a range of new initiatives and digital tools but has decided to take a "wait and see" approach regarding trialling digital examinations and encouraging wider use of digital submission of evidence for External Moderation. Given that students have shown very strong support for digital examinations and teachers enjoy more prompt feedback from digital submission of External Moderation materials, it would benefit students and teachers to take small steps towards embracing these change opportunities.

#### **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 2019 5.5)

### Central Hawkes Bay College has effective processes and procedures for meeting the assessment needs of their students by:

- differentiating assessment through offering several courses in core subjects and, where appropriate, tailoring assessment opportunities to individuals within a course
- extending the use of external providers to deliver courses the school does not have the capacity to offer and to expand the range of courses related to career pathways in response to student demand
- personalising standard entries to reflect individual student's assessment programmes
- capping the total number of credits offered in the majority of courses to allow a focus on the quality rather than the quantity of results achieved
- introducing mile stones as a school wide practice and documenting them on the student assessment cover sheets to reduce the number of incomplete assessments.

### Central Hawkes Bay College has effective processes and procedures for:

- monitoring the authenticity of student work
- managing missed and late assessment, appeals and breaches of the assessment rules
- ensuring resubmission practice meets NZQA requirements
- meeting the requirements of the *Privacy Act 1993*.

**Improved support for vocational pathways** A range of external providers, including a virtual learning network, Trades Academy, Star and Gateway courses and Te Aho o Te Kura Pounamu (The Correspondence School) offer students in this college enhanced opportunities into vocational pathways. In 2018 the school received the Gateway "*Got A Trade, Got It Made*" award to honour its outstanding success in transitioning students into trades and service careers.

**Use of Supported Learning standards** This review identified that one department in the college used Supported Learning standards with a whole class rather than with targeted learners. The target learners for these unit standards are students with learning disabilities who cannot achieve a qualification at Level 6 of the New Zealand Curriculum. Many of the students who were assessed against these standards did not fit these criteria. The school should review its use of these standards to ensure they are being used in accordance with their stated purpose.

### Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure the use of Supported Learning unit standards is appropriate.

## 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)*

### **Central Hawkes Bay College has effective processes and procedures for managing internal moderation by:**

- using subject-specialists from within or outside the school to verify assessor judgements for a sample of student work
- removing any barriers for single subject teachers so they can have their assessment externally verified
- ensuring all assessment materials are critiqued prior to use to ensure they are valid and fit for purpose
- documenting the internal moderation process on an Internal Moderation Cover Sheet
- keeping benchmark exemplars and verification notes to inform future assessment decisions
- providing all Heads of Faculty with a checklist to guide teachers through an internal moderation process which meets NZQA requirements
- requiring all Heads of Faculty to store internal assessment evidence in a consistent digital or physical format known as the *Course Assessment Portfolio*
- monitoring internal assessment through 'mini MNA' reviews at least once a year to reconcile paperwork within departments with actual practice.

### **Central Hawkes Bay College has effective processes and procedures for managing external moderation by:**

- selecting random samples of student work to NZQA requirements
- monitoring external moderation feedback and agreement rates to identify trends and potential issues in a subject area
- ensuring samples of student work are provided for external moderation by being adequately stored.

**Focus on reducing workload by considering verification requirements for sufficiency** Due to the size and location of the school, most single teacher departments rely on external subject specialists from regional subject forums and teacher clusters to verify teacher grades. Strategic selection of purposefully selected samples is still not applied uniformly, with some departments choosing more samples than is necessary to meet sufficiency requirements. The school is encouraged to further clarify the selection of work for grade verification and what constitutes a sufficient sample. Although most teachers like to meet their verifiers face-to-face for feedback, it is less taxing on subject specialist verifiers' workloads if the evidence is sent digitally for verification and is kept to a minimal level for sufficiency.

Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from

external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

**Strengthen monitoring of internal moderation** All schools must ensure that a sample of grades awarded for every internally assessed standard is verified each year so that credible results are reported to NZQA. One of the subject areas interviewed reported it did not necessarily verify every standard on an annual basis due the high number of standards being assessed. The usual random checks of documentation by the Principal's Nominee during the 'mini MNA' reviews did not discover that a small number of standards in this faculty were not moderated on an annual basis.

### **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:

- ensure that Heads of Faculty confirm that every internal standard assessed is moderated each year, so that senior leaders can be confident they report credible results to NZQA.

## **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)*

### **Central Hawkes Bay College effectively uses assessment-related data to support achievement outcomes for students by:**

- utilising a traffic light system to warn Deans and mentor teachers of those at risk of not meeting their goals, so that interventions can be put in place
- using formative data and teacher observation as a predictor of student achievement to inform Deans and mentors if an intervention is required for a student in subjects which don't report achievement data until a later point in the year
- reporting annually to the Principal and Board of Trustees an analysis of NCEA achievement, to inform strategic goals and actions.

### **Central Hawkes Bay College reports accurate achievement data by:**

- reporting of results to NZQA in a timely manner
- using Key Indicators to identify and reduce data errors
- ensuring a low number of late entries for external examinations
- requiring students, teachers and faculty leaders to check the accuracy of entries and reported results
- encouraging students to monitor their progress using the student portal on the student management system, the School App and the NZQA Learner Login
- holding current memoranda of understanding with external providers and reconciling them with entries
- ensuring all internal standard entries to NZQA have a result reported, or are withdrawn if the student has not had an adequate opportunity to be assessed.

### **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))*

### **Central Hawkes Bay College has effective processes and procedures for:**

- communicating consistent NCEA information, assessment policy and procedures through:
  - a Year 10 NCEA information evening for students and parents
  - an annual information evening for parents of Level 1 students
- supporting teachers new to NCEA through a consistent and thorough induction process
- informing staff of updates to NCEA information throughout the year via emails and staff meetings
- reviewing communications to ensure they are fit for purpose and current.

### **Central Hawkes Bay College assists common understanding of assessment practice by:**

- checking whether teachers, students and parents are following processes
- informing teachers about assessment best practice and providing opportunities to discuss changes
- knowing that students understand what they need to achieve in order to gain a qualification.

**Web-based communications and course selection tools ensure currency and accessibility** Central Hawkes Bay College utilises a range of paperless digital applications to ensure that information about qualifications and assessment for students, staff and families is current and accessible. SchoolPoint is an interactive web-based course selection, student voice and student pathway tool, which is synced with the student management system. Parents and students can view course information online at any time and place to make more informed course selections. This online tool enables students to take the lead in choosing their options and courses based on curriculum options set by staff. Heads of Faculty can also see students' choices online as soon as they are made to allow for early intervention and advice. In addition, high uptake of the School App has encouraged students to take ownership over tracking their own progress towards their qualifications goals and has improved the currency and accessibility of communications on assessment related matters.

**Review course outlines template to consistently and clearly show how standards contribute to qualifications** Currently, there are a variety of course outline templates in use on SchoolPoint. The school should consider standardising the course outline template, so that course outlines consistently and clearly show how standards contribute to qualifications, whether a standard offered has a further assessment opportunity and if a course is University Entrance approved. Including this information consistently in all course outlines will help students with their understanding and management of their progress towards qualifications.

**For consideration**

To extend good practice in ensuring that information about assessment to students, staff and families is clear and accessible, the school is encouraged to consider:

- reviewing use of the course outline template to consistently and clearly show how standards contribute to qualifications.