

Managing National Assessment Report

Hagley Community College

April 2017

What this report is about

This report summarises NZQA's review of how effectively Hagley Community 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 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, in combination with the most recent Education Review Office report 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 2017* (Assessment Rules).

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
- *Assessment Policy, Hagley Community College, 2017*

- *Hagley Assessment Policy Guidelines, Hagley Community College, 2017* (Staff Handbook)
- *Student Guide, Senior College; National Qualifications at Hagley 2017, Hagley Community College, 2017*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Managers met with the Principal's Nominee and the NCEA Administrator, two students and Heads of Department for English, Health and Physical Education, Mathematics, Practical Design, Science and Social Science.

There was a report-back session with the full Senior Leadership Team and the NCEA Administrator 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.

Background

Hagley Community College is approved as a Designated Character school. This status recognises the school's unique position in the educational scene of New Zealand. The College re-engages young people and adults with education through its delivery of varied, flexible and personalised learning and assessment pathways. The student population is very diverse, multi-cultural and mixed in age. Enrolments are dynamic with the majority of learners aged 16 years or over. Learners' needs vary widely. Many students have previously experienced limited academic success and hold a poor perception of schooling.

SUMMARY

Hagley Community College

30 March 2017

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

What the school is doing well

Evidence was provided to confirm that a strong vision and culture of self-review is integral to Hagley Community College's effectiveness. A well-developed collaborative approach among teachers is evident. Teaching, learning and assessment practice is continuously evaluated to ensure positive outcomes for students and credible assessment for national qualifications. The Principal's Nominee, working alongside Senior Leadership and the NCEA Administrator, has a pivotal role in developing this capacity.

Assessment practice is well-led and there are high expectations of staff. This was evident from the school's consistent approach to the management of assessment, found during the review. The school has developed flexible assessment programmes and practices that maximise opportunities for success and meet the needs of their student population. Teachers described a range of good practices used to individualise, and gather evidence of student's achievement, for assessment. To allow students to present their best evidence, where applicable students are assessed when ready.

Moderation is central to self-review processes within subjects. Teachers state that, rather than for compliance purposes, internal moderation is to ensure consistent and equitable outcomes for students and to provide feedback to improve practice. All 40 subject leaders report annually on moderation practices through their Subject Reviews report. The inclusion of the requirement to complete cover sheets for internally moderated standards and the three-point check are additional measures to develop best practice. At three points over the year before results are reported, departments self-select standards and file this moderation documentation with the NCEA Administrator. High agreement rates between teachers and external moderators reflect an effective internal moderation system.

Data analysis and interpretation are used to review the effectiveness of programmes and inform course design. Student progress is monitored and tracked to identify students at risk, and to ensure students are achieving and meeting personal learning goals. Student entries and reporting of results are complete, accurate and timely. The school's data processes are very well managed by the NCEA administrator.

Effective communication has enabled Senior Leadership and teachers to take ownership of assessment practice in the school. Robust discussion on assessment issues at all levels of the school's organisation ensures the resolution of issues and school-wide understanding and consistency of practice. Clear and coherent written

documentation was identified as a strength of the College. A range of communication tools ensure staff, students and their families are clearly informed of assessment practice and academic achievement.

Areas for improvement

To strengthen internal moderation processes it is recommended that Senior Leadership annually check that information documented on internal moderation, for each department, is reconciled with actual practice. This will confirm that all assessment judgements are consistent with the national standard and all reported results are credible. To be confident that NCEA information is current and accessible to students and their families, Senior Leadership should examine the most effective approaches to communicate information to their school population. This will ensure students and their families develop a sound understanding of the key information about national qualifications to complement their current knowledge of assessment practice.

Agreed action

The school agreed that the following actions will improve the quality of their assessment systems. Senior Leadership will:

- reconcile internal moderation documentation with actual practice to confirm that all results reported are credible
- review communications to ensure that students understand what they need to achieve in order to gain a qualification.

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10 May 2017

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FINDINGS OF THIS REVIEW

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

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)

Action Items from 23 August 2013 Managing National Assessment Report

Hagley Community College has developed policies for missed and late assessment and breaches of the rules for internal assessment. These policies have been communicated to staff, students and their families.

Response to external moderation outcomes

The outcomes of external moderation indicate that the school can have confidence in the effectiveness of internal moderation processes based on recent submission history. The Principal's Nominee actively investigates and addresses issues identified through external moderation. The resultant action plan developed in conjunction with subject teachers is documented, monitored and reported to Senior Leadership.

Internal review

Evidence found that the school is effectively 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)

Self-review is central to the ethos of the College. This focus on continuous improvement promotes positive achievement outcomes for students. Collegial development of best practice in learning and assessment is key to the school's effectiveness. Reviewed changes are implemented by Senior Leadership and are reported to the Board and parents.

The school is committed to acting on the results of self-review and can show clear evidence of improvement based on actions they have taken. Evidence was provided to confirm that self-reflection on assessment practice is embedded in the school and supports the diverse needs of students.

Examples of outcomes of self-review include:

- Best Practice Workshops held bi-annually provide subject leaders with the opportunity to discuss the school's assessment policy and direction. Recent topics have included authenticity of student work, equity in assessment, moderation practice and using achievement data to address student need.
- Each subject leader annually completes an analysis of inquiry projects and achievement results. These findings are published in the *Subject Reviews* document and are used to inform assessment best practice and identify future actions, both within departments and across the school.
- Surveys from the College's stakeholder groups advises next steps in teaching, learning and assessment practice.
- The requirement to use cover sheets for each internally assessed standard and a three-point moderation check have been instigated after reflecting on feedback since the last Managing National Assessment review, to ensure consistent feedback and practice.

- The College's self-review processes recognised further in-depth interrogation of data had the potential to highlight broader trends and patterns. Subsequent actions in tracking students at risk of not achieving or changed course design, for example, could add value to student achievement and engagement.

This proactive and systemic self-review approach ensure the alignment of the school's student centred purpose and resultant actions.

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 found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6 I & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Hagley Community College has effective processes and procedures for meeting the needs of their students by:

- providing a flexible timetable that offers a range of courses over an extended school day
- personalising learning opportunities and assessment plans to meet student's aspirations and educational needs
- providing differentiated assessment opportunities across classes in the same subject and within courses
- supporting teachers to collect a range of evidence of achievement particularly through the use of naturally occurring evidence and digital technology
- where appropriate, assessing when the student is ready
- identifying students requiring special assessment conditions and resourcing support appropriately
- managing applications for financial assistance
- increasing the number of options available to students by using external providers and links with local businesses.

Hagley Community College has effective processes and procedures for:

- managing missed and late assessment, resubmissions and further assessment opportunities
- investigating appeals
- assuring valid, verifiable and standard-specific evidence for derived and emergency grades
- meeting the requirements of the Privacy Act 1993.

Assessment Practice Focussed on Meeting Student Need Assessment practice reflects strong leadership and is intentionally and explicitly modelled on identified NZQA best practice. The Assessment Policy Guidelines comprehensively outline required practice. Teachers are confident in their understanding of the school's assessment procedures and practice is consistent across the school.

Students identified that the College's positive approach to assessment fosters personal best achievement. Students have ownership of their assessment plans which are adapted to suit the individual's learning goals, workload and progress. Teachers indicated they are extending their modes of evidence gathering, including the use of digital tools, to complement the 'assess when ready' model. The school provides assessment tasks formatted in plain language and relevant contexts to improve accessibility and engagement of students.

No action required

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

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

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Hagley Community College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists, within and outside the school, to verify the grades awarded on a purposefully selected sample of student work
- recording and filing discussions on grade judgements for future reference
- completing internal moderation cover sheets for all standards assessed, prior to reporting results
- filing the three-point internal moderation check with the NCEA Administrator
- Subject leaders attesting that internal moderation is undertaken by each teacher for all standards prior to results being reported to NZQA.

Hagley Community College has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to meet NZQA requirements
- ensuring samples of student work are provided for external moderation by being adequately stored.

Strengthening the monitoring of internal moderation To strengthen the process of internal moderation, it is recommended that Senior Leadership annually check that information documented on internal moderation for each department is reconciled with actual practice. This will verify that all standards are moderated and judgements are at the national standard. Random selection of the internal moderation samples for three-point check standards is advised. This measure will ensure that Senior Leadership are confident that all reported results are quality assured.

Each department attests annually in the *Subject Reviews* report that they are adhering to school's internal moderation procedures. This includes:

- a moderation audit process
- attestation that internal moderation has occurred for all teachers and for all standards where results have been reported
- and a description of effective moderation practices.

The required use of cover sheets and the three-point check provide additional rigour to internal moderation processes.

Agreed action

NZQA and Senior Leadership agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior Leadership undertakes to:

- Senior Leadership reconcile internal moderation documentation with actual practice so all results reported are credible.

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

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

Hagley Community College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - using NZQA statistical data to analyse results comparatively and longitudinally to inform changes to course design and delivery
 - actively encouraging students to monitor their progress using the student portal on the student management system and the NZQA learner login
 - using data to identify the learning goals of the various enrolment groups
- **reports accurate achievement data by:**
 - timely and accurate reporting of results to NZQA
 - ensuring a result is reported for all entries submitted to NZQA
 - using the Key Indicators checklist to identify and resolve data errors
 - reconciling Memorandum of Understanding with the provider codes of externally reported results.

Tracking student progress to improve student achievement outcomes

Individual goal setting occurs on enrolment and across the year in discussion with subject teachers. Currently tutors, Deans, Learning Support and Careers staff identify students at risk of not achieving a qualification and have responsibility for providing appropriate support for these students. A significant number of students are not entered for a qualification, such as those students entered in Catch-up College courses and night classes. Regular reports are made to families and Senior Leadership to identify and rectify issues as they arise. The school has identified academic mentoring with enhanced tracking of student achievement as an area for further investigation, to maximise student ownership of learning goals and ultimately, progress.

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 found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7iib)

Hagley Community College has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- regularly communicating assessment policy and procedure
- supporting teachers new to the school through an induction process involving the Principal's Nominee and Heads of Subjects
- ensuring student work and results are stored when staff leave the school
- reviewing communications to ensure they are fit for purpose and current
- ensuring that the appropriate relationship exists when reporting results from external providers.

Hagley Community College assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes
- pro-actively informing teachers about assessment best practice and providing opportunities to discuss changes
- publishing *Subject Reviews* annually which report on best practice in teaching, learning and assessment
- widely distributing information on financial assistance to cover all students who are eligible.

Developing communication to address community needs The College regularly reports on student progress and communicates NCEA information and assessment practice to students and their families, using a variety of communication modes including social media. This review identified that while students had a clear understanding of the school's assessment processes, there was uncertainty about the structure of national qualifications such as literacy and numeracy requirements and approved subjects for University Entrance.

Robust discussion and knowledge sharing of best assessment practice occurs at the bi-annual Best Practice Workshops, via the *Subject Reviews* document, and fortnightly meetings of the 40 subject leaders. The school reported, and this was evident with the teachers, a school-wide understanding of the College's approach to learning and assessment.

Agreed action

NZQA and Senior Leadership agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior Leadership undertakes to:

- review communications to ensure that students understand what they need to achieve in order to gain a qualification.