

# **Managing National Assessment Report**

## **Hillmorton High School | Te Kura Tuarua o Horomaka**

**September 2022**

# FINDINGS OF THIS REVIEW

## Hillmorton High School | Te Kura Tuarua o Horomaka

15 September 2022

### 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 2021*.

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 2019.

### Actions and considerations

#### Agreed actions

The school agreed that this action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
<b>External and internal review</b>	
Consistently evaluate the effectiveness of the actions in response to external moderation outcomes	In the next round of external moderation

#### For consideration

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

- how the model of distributed leadership of assessment can best assure consistent assessment practices.



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Manager  
School Quality Assurance and Liaison

16 November 2022

**NZQA**

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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 8 September 2016 Managing National Assessment Report**

The school was required to clarify with staff the quality assurance processes required for derived grades and to annually audit internal moderation processes of each department. These have been resolved through greater oversight of Learning Area assessment processes by senior management and improvements in communication.

**External moderation processes and response to outcomes** The school has a clear process to follow up issues raised in individual moderation reports. The relevant staff for the subject are required to complete a written response where reports highlight an issue. The responses are discussed with their line manager in the Senior Leadership Team. Where reports raise an issue a more detailed response is completed, including actions to resolve the issue. The Principal's Nominee monitors the responses and the completion of actions.

External moderation where a Work Development Council is the standard setting body follows the same process.

As a next step the school needs to consistently evaluate the effectiveness of the completed actions in resolving identified issues. For a small number of subject areas this includes further investigation into a pattern of ongoing Not Yet Consistent outcomes to determine if these outcomes are due to underlying issues around assessment practice. This follow up could be done in the regular meetings between a Head of Learning and their line manager in the Senior Leadership Team. It could also possibly be incorporated into the recording and tracking functionality in the student management system that the school is currently investigating.

### 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)*

**School leadership structure supports review processes** In 2020 the school changed its leadership structure. This new structure means that Heads of Learning Area meet at least fortnightly with their line manager which has led to the chance to have rich conversations and review of many aspects of teaching, learning and assessment. This is in addition to the normal annual cycle of review that culminates in a meeting with the Principal and report to the Board, and a rotation of in-depth reviews of 4 departments each year (though these have not run recently due to the impact of Covid-19). The review cycle links the school's strategic goals, to the annual plan, to department plans, to individual teachers' goals as part of their professional growth cycle which link back to the school's strategic goals.

**Review includes the whole school community** Review and changes can be initiated by senior leadership, teaching staff or student feedback. Changes are planned, reviewed, and refined to ensure they best meet student needs. Students and whānau can feedback on any changes, with whānau often being surveyed through Google forms, which helps inform any further improvements.

At the request of teachers, a school wide assessment calendar has been introduced. It has given Heads of Years a clear picture of student assessment workload and let staff know what expectations are being put on students. The next step planned for this is to use this information to ensure students have the opportunity to earn some credits early in the year, so they are engaged in assessment and making progress towards their intended qualification.

This aligns with estimated credits for tracking student progress that was introduced in 2021. This process was introduced to improve the tracking of students so appropriate interventions could be put in place to help them gain their intended qualifications. These were collected twice during the year and used for internal processes and to check the value of the system and accuracy of the data compared to actual results. In 2022 this has been updated to three updates and the estimates are shared with students and whānau to support mentoring conversations. The school is also beginning to investigate how EdPotential, a student data analytics package, could further enhance their use of data in supporting student achievement.

**Review ensures the school is prepared for future changes** The school has engaged in the digital practice exams this year. The drive for this came from Heads of Learning and was initiated from student interest. The engagement was grown through discussing with other schools their experiences and a desire to prepare for the changes coming to assessment through the Review of Achievement Standards. It also provided the opportunity to find out what works for the school and students, and gave access to subject association assessment to be used for derived grades. Participation in the literacy and numeracy pilots has also helped the school start to shape how it can engage with changes that are coming to NCEA assessment. All Year 10 and 11 students have been involved in the pilot with different groups targeted in each assessment window.

The Principal's Nominee has noted most students rely on the student management system for checking their assessment results rather than their NZQA Student/Learner login. She intends to put processes in place to ensure students register their login as it will also support access to digital assessment.

The school is currently undertaking a full curriculum review. This was planned for 2022 but the continuing disruptions from Covid-19 have delayed this, and although whole school conversations have continued, a formal review process will start in 2023. It is planned to investigate if the courses offered can be changed to better meet student need, and then move on to ensure ways of assessing also best meet student need. A major focus will be to ensure the opportunities offered are culturally responsive, provide equitable access and revolve around relational interactions.

**Consider how the wide leadership of assessment can assure consistent practice** With multiple members of senior leadership being involved in discussing assessment practice with Heads of Learning and a new Principal's Nominee reviewing systems the school should consider how they can best use this structure to ensure assessment practice remains consistent across all departments, and record and act on any issues noted.

## Credible assessment practice to meet ākongā 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)*

**Students are well supported to make informed choices for their intended pathway** The school uses multiple outside providers and multi levelling in school-based courses to ensure they offer a wide selection of courses. Students spoken to were very positive about the guidance they have available to them to make informed choices around the subjects they could choose to support their chosen pathway. The school's careers counsellor meets with them at least twice a year and is available at other times to help them make decisions. They also discuss their progress and intended pathway in the whānau time and with their class teachers.

**Student information has been rewritten to suit a web-based format** The student handbook has been converted to web pages. This has made the information more student centric, accessible, easily navigable, and split into small chunks of information. This means students can readily engage with the information, links can be made to school and external resources, and it is easy for the Principal's Nominee to make updates. This change came through the school looking at best practice in other schools and deciding what would work most effectively for their own students.

Due to Covid-19 the school was unable to use assemblies to explain to students school and NZQA processes, so this has been covered in Hauora lessons, with the usual follow up in whānau time and by class teachers.

## 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)*

**Effective monitoring of internal moderation** The school has an effective process for monitoring internal moderation. Teachers complete an internal moderation cover sheet, and each Head of Learning Area monitors the moderation undertaken by staff in their learning area. Their findings are discussed with their line manager in senior leadership and followed up where necessary. The Principal's Nominee also does spot checks in Learning Areas to check practice matches what is recorded on cover sheets.

Internal moderation covers sheets are currently stored digitally, so the Principal's Nominee and line managers have access to them. The school is beginning to trial using the new functionality in the student management system to see if the process can effectively meet everyone's needs.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of ākonga

**Hillmorton High School | Te Kura Tuarua o Horomaka 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
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing expanding opportunities for digital assessment including digital exams
- engaging in Literacy and Numeracy pilots to prepare for future assessment
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

**Hillmorton High School | Te Kura Tuarua o Horomaka has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- 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**

**Hillmorton High School | Te Kura Tuarua o Horomaka has effective processes and procedures for managing internal moderation by:**

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākongā work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Hillmorton High School | Te Kura Tuarua o Horomaka has effective processes and procedures for managing external moderation by:**

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā work to NZQA requirements
- 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**

**Hillmorton High School | Te Kura Tuarua o Horomaka effectively uses assessment-related data to support achievement outcomes for ākongā by:**

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

**Hillmorton High School | Te Kura Tuarua o Horomaka 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

- 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**

### **Hillmorton High School | Te Kura Tuarua o Horomaka has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success.

### **Hillmorton High School | Te Kura Tuarua o Horomaka 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
- supporting ākonga to understand what they need to achieve in order to gain a qualification.

## Appendix 2: Overview

### What this report is about

This report summarises NZQA's review of how effectively Hillmorton High School | Te Kura Tuarua o Horomaka:

- 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, ākongā 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 2021* (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 2022* (Assessment Rules).

### 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:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Kura Tuarua o Horomaka Hillmorton High School, New Zealand Qualifications Framework Procedures 2022, Managing National Assessment v4* (Staff Handbook)
- Link to the online *Assessment and NCEA Information Ākonga and Whānau*.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Teaching & Learning
- Deputy Principal - Operations
- Heads of Learning Area for:
  - Arts
  - English
  - Mathematics
  - Social Sciences
  - Technology
- Head of Department for:
  - Spanish
- three ākonga.

There was a report-back session with the Principal, Deputy Principal Operations, and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.

## Background

Within Hillmorton High School there is Upland, a Learning Support Unit for students who have been verified on the Ongoing Resource Scheme as high or very high needs. Students undertake NCEA assessment where appropriate. The school is also a partner school for Ko Taku Reo and have a Memorandum of Understanding covering the assessment of their students.