

# Managing National Assessment Report

## Hukarere Girls' College

27 March 2019

## What this report is about

This report summarises NZQA's review of how effectively Hukarere:

- 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
- *Hukarere Girls' College – Policy Framework 2018*
- *Hukarere Girls' College NZQA Staff Handbook*
- *Hukarere Girls' College NZQA Student Handbook*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- the Deputy Principal/Acting Principal
- three students
- the Teacher in Charge of:
  - Art
  - English
  - Mathematics
  - Science
  - Social Studies
  - Te Reo Māori.

There was a report-back session with the Principal's Nominee and the Deputy Principal/Acting 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

## Hukarere Girls' College

27 March 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

Hukarere Girls' College has effective assessment and moderation processes in place to ensure credible assessment for national qualifications.

The school uses its internal review processes to identify where it can improve assessment processes and practice. Student feedback is often used to help inform these reviews.

Student needs are met through a range of academic and vocational assessment pathways. Assessment opportunities are extended by using external providers to offer courses and standards the school does not have the capacity to deliver.

Internal moderation is an embedded process which is effectively monitored by the Principal's Nominee. Staff have been provided with appropriate access to NZQA's External Moderation Application for the submission of material and to review reports. All moderation is expected to be submitted online as was the case in 2018.

School processes ensure timely and accurate reporting of assessment data. This data is made available through the school's student management system so that staff, students and parents can track individual academic progress. It enables students at-risk of not meeting qualification requirements to be identified and appropriate support to be planned for them. Annual analysis of NCEA data enables the school and curriculum areas to set achievement goals and informs course and programme design.

The school effectively communicates its assessment processes and NCEA information to staff, students and parents through a range of strategies.

### Areas for improvement

The 2016 Managing National Report required the school to develop the completion of action plans for issues identified for external moderation which has only been partially implemented. Senior management agreed to fully implement the recommendation in 2019 and monitor the completion of these action plans school-wide.

This review identified inconsistencies in resubmission practice, where some teachers offer them to all students, regardless of their grades. The school agreed to review

resubmission practices to resolve current misunderstandings and promote consistent credible practice.

Outdated information in the staff and student handbooks needs to be removed and replaced with current material. Updating will also need to reflect the school's developing policies and procedures for digital technology and its use in assessment and moderation practice. Senior managers have agreed to update and simplify both handbooks to make them more suitable for their intended audiences.

### **Agreed action**

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

- ensure that the requirement to develop and monitor the completion of action plans for issues identified in external moderation is fully implemented
- clarify teacher understanding and practices for resubmission
- update the staff and student handbook to make them more user-friendly and to reflect developing digital assessment practice.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

December 12, 2019

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

# 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)*

**There was one action item in the 24 August 2016 Managing National Assessment Report where senior management undertook to:**

- ensure that all teachers in charge of subjects systematically respond to external moderation using a common template.

**Agreed action item partially completed** This action item has been partially completed with some interviewed teachers completing planned actions in response to external moderation. However, this review found inconsistent practice.

The school has a documented system for responding to external moderation outcomes, but this has not become embedded school-wide as part of its external moderation practice. Senior Management have agreed to fully implement the development of action plans to address external moderation issues and monitor their completion.

### 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)*

**Effective mentoring through Ohu Ako groups Teachers and** students interviewed for the review indicated that the Ohu Ako mentoring system, introduced since the 2016 review, has had a positive impact on student engagement. Currently the Ohu Ako mentors are expected to:

- support students to understand NCEA assessment requirements and track their progress towards completing qualifications.
- devise learning and assessment plans for each senior student
- work with other teachers to arrange appropriate support, where needed
- assist students to register for their NZQA Learner login.

Senior managers expect the system will support achievement across the senior school and will review the Ohu Ako mentoring system's effectiveness on an annual basis.

**Other self-review processes have led to the following key changes since the last Managing National Assessment review:**

- extensive development and use of technology throughout the school to:
  - support developing digital pedagogies
  - enhance readiness for digital examinations
  - track student achievement

- support systems for ensuring authenticity of student work
- enable assessment materials to be stored effectively
- enable digital submission of external moderation materials to occur
- trialling a two-semester approach to better manage numeracy and literacy achievement and enable differentiated assessment in the second semester, as appropriate
- introducing vertical levels for mentoring and guidance so that teachers can develop and share information across a range of levels, thus widening their own scope of knowledge and understanding.

The above examples of self-review illustrate the ability of Hukarere Girls' College to identify and respond to issues. Addressing identified concerns around its response to external review will encourage the development of robust, credible and current assessment and moderation practice.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's response to external review and/or its self-review of assessment systems and practice. Senior management undertakes to:

- ensure that the requirement to develop and monitor the completion of action plans for issues identified in external moderation is fully implemented

## 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)*

### **Hukarere Girls' College has effective processes and procedures for meeting the assessment needs of their students by:**

- implementing strategies through the the Ohu Ako mentoring system to ensure that Science, Technology, Engineering and Mathematics (STEM) subjects can be accessed by all students
- using class profiles to identify ability
- providing differentiated assessment within courses, including through a two-semester approach and offering alternative standards to cater for differing abilities
- assessing when ready as appropriate
- utilising outside providers to expand the assessment opportunities for students and better appeal to their interests, including vocational pathways
- providing student driven contexts and utilising knowledge of student experiences to enhance their engagement.

### **Hukarere Girls' College has effective processes and procedures for:**

- assisting students to present authentic work by using a range of suitable strategies during the assessment and marking process
- managing missed and late assessments, further assessment opportunities and student appeals of assessment decisions
- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work
- complying with the requirements of the *Privacy Act, 1993*.

**Inconsistencies in resubmission practice** This review identified inconsistencies in practice, with some teachers offering resubmissions to all students, regardless of their grades. These should only be offered, on a case-by-case basis, to individual students when assessments are at a grade boundary. It allows students one further opportunity to self-correct, with no further teaching, in order to produce evidence of achievement at a higher grade. Clarifying policy and process around the provision of resubmission opportunities should resolve current misunderstandings 'Mythbuster' on resubmission could provide a useful basis for this development.

### **Agreed action**

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

- clarify teacher understanding and practices for resubmission.

## 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)*

### **Hukarere Girls' College has effective processes and procedures for managing internal moderation by:**

- having all assessment materials critiqued prior to use to ensure they are fit-for-purpose and provide students with the opportunity to present evidence at all grade levels
- teachers using exemplars and standard clarifications to inform their grade judgements during marking
- requiring staff to document the completion of all steps of their moderation processes on an *Internal Moderation Cover Sheet*
- the Principal's Nominee collecting and checking copies of all cover sheets to monitor teachers' internal moderation processes
- using subject specialists from within and beyond the college to verify student work.

### **Hukarere Girls' College has effective processes and procedures for managing external moderation by:**

- selecting samples of student work for moderation randomly to NZQA requirements
- storing assessment materials securely so they are available, if required, for external moderation
- empowering staff to submit assessment material digitally and providing them with appropriate access to the NZQA External Moderation Application for submitting work and for viewing and querying moderation reports.

**Develop a school system to securely store digital assessment material** Staff interviewed, have developed their own systems for storing digital assessment material. The Principal's Nominee is currently developing standard procedures for digital submission of external moderation, including protocols around secure online storage of assessment material. These developments have enabled the school to submit all moderation online from 2018. As a next step, the school should develop a school-wide digital storage system along with protocols for its use, to ensure all digitally produced assessment material can be accessed and is available, if required, for external moderation or when teachers exit the school.

**Focus on reducing workload by considering verification requirements for sufficiency** Teachers assure the quality of grades awarded by including work at grade boundaries when having samples of their judgements verified. However most of those interviewed verify more samples of student work than this. The school should consider providing staff with further guidance on the strategic selection of student work for verification.

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.

### **For consideration**

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- developing a system to ensure digitally produced assessment material is securely stored
- encouraging staff to strategically select student work to verify for internal moderation.

## 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)*

### **Hukarere Girls' College effectively uses assessment-related data to support achievement outcomes for students by:**

- teachers analysing previous years' achievement data to inform current year course or programme design
- setting achievement targets and reporting on them to the Board of Trustees
- mentor teachers, parents and students using the student management system to track academic achievement
- senior managers identifying students at risk of not achieving their qualifications and intervening, as appropriate
- teachers reviewing student progress to identify and support those at risk of not meeting qualification requirements.

### **Hukarere Girls' College reports accurate achievement data by:**

- submitting frequent and timely results to NZQA
- checking for, and where necessary, correcting errors shown up by the Key Indicators and data file submission reports from NZQA
- having students take ownership of their results by checking the accuracy of submitted grades during Ohu Ako time
- ensuring all entries either have a result reported for them by the final submission date or are withdrawn, as appropriate
- reporting results for standards the school has consent for, or against the correct provider codes of outside providers with whom the school holds current memoranda of understanding.

**New student management system capabilities being explored** The school is using a new student management system which allows it to manage and analyse student achievement data more effectively than before. Some of the benefits include:

- easy access to summary assessments, used to 'check point' student achievement throughout the year
- creating standardised data analysis across all courses for a more consistent approach
- tracking progress against Individual Learning and Assessment Plans more easily

### **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))*

### **Hukarere Girls' College has effective processes and procedures for:**

- ensuring students receive outlines for all courses they undertake
- communicating consistent, up-to-date and easily accessed assessment information to staff, students and their families through the student management system
- supporting teachers new to the school by including regular input from the Principal's Nominee in their induction programmes
- capturing 'student voice' at the end of courses to inform change.

### **Hukarere Girls' College assists common understanding of assessment practice by:**

- engaging family through a range of strategies including conferences, parent-teacher-student interviews and various online communications
- providing a digital application for students
- informing teachers about assessment best practice and providing opportunities to discuss changes
- ensuring students understand what they need to achieve in order to gain a qualification.

**Staff handbook requires updating** Outdated information in the staff handbook needs to be removed and replaced with current material. The Principal's Nominee has made it a priority to update the staff and student handbooks. Senior managers have agreed to update and simplify both handbooks to make the language more suitable for their intended audiences.

The online staff handbook should reflect the increasing use of digital technology in assessment and moderation practice as well as new and emerging digital procedures. The school could use links to relevant pages on the NZQA website to ensure the online handbooks stay current and provide up-to-date information for staff and students.

### **Agreed action**

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

- update the staff and student handbook to make them more user-friendly and to reflect developing digital assessment practice.