

# Managing National Assessment Report

## Huanui College

August 2021

## What this report is about

This report summarises NZQA's review of how effectively Huanui 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 2021* (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
- *NZQA Qualification Guide – Student Assessment Requirements 2021* (Student Handbook)
- *Learning and Curriculum Guide – Assessment* (Staff Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Curriculum Leaders for:
  - English
  - Mathematics
- three students.

There was a report-back session with the Principal 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

It is two years since the school's first Managing National Assessment review. The school has used this time to further develop and embed assessment practice and quality assurance systems for the NCEA. At the time of this review, the school was assessing a small number of students in Level 2 NCEA English and Mathematics, providing them with an alternative pathway for meeting the literacy and numeracy requirements for University Entrance.

# SUMMARY

## Huanui College

17 August 2021

### 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.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2019, and again from 2020 due to COVID-19 restrictions.

### What the school is doing well

Huanui College is meeting the needs of the students doing NCEA at Level 2 as an alternative pathway for gaining the literacy and numeracy requirements of University Entrance. The teachers of these programmes are experienced and well supported by their Curriculum Leaders. They have good reciprocal relationships with teachers in other schools for verification of internal assessments.

As the school grows, the Principal and senior leadership team are reviewing their NCEA and other assessment programmes to ensure they meet the changing needs of the school. The aim is for systems to become more consistent across the school to enhance teaching, learning and assessment. There has been some change in roles within the school, such as whānau leaders to support the pastoral care of students, and Curriculum Leaders to oversee learning areas.

Teachers and students are using digital tools regularly in some learning areas for teaching and assessing. This has made it easier for managing authenticity of student work and the storage of this work for future reference.

The school effectively uses data to track student progress and identify those who would benefit from an NCEA programme to gain the literacy and numeracy requirements of University Entrance. Students are included in the decision process and felt well informed about NCEA and why it was a good alternative pathway for them.

### Areas for improvement

The school recognises the need for keeping internal moderation processes up-to-date and fit for purpose now that the English and Mathematics teachers, and Te Reo Māori from 2022, are assessing against Achievement Standards on the New Zealand Qualifications Framework. The review of these processes will ensure school-wide practices and procedures continue to be robust and meet NZQA requirements for credibility, validity and reliability.

With this increased engagement in assessment for the NCEA, and the resulting external moderation requirements, the school needs to develop a process for

responding to the feedback received from external moderators and for monitoring the effectiveness of any actions taken to address issues.

Student and staff handbooks need to be revised so that they reflect the school procedures and NZQA requirements. Making them easier to read, in a style that better suits their audience, will increase their usefulness. It would also be helpful for the student handbook to be available on the school website for students and whānau to refer to if needed.

Some other steps for the school to consider are detailed in the body of the report.

### **Agreed action**

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

- clarify the internal moderation process to ensure practice is consistent
- develop a process for responding to feedback given from external moderation and addressing any issues identified
- monitor whether changes have occurred, and how effective they have been in addressing the issues identified by the external moderation feedback
- ensure student and staff handbooks continue to be reviewed for currency, readability and consistency, and that they clearly outline school processes and NZQA requirements.

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6 October 2021

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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 16 August 2017 Managing National Assessment Report

Huanui College has addressed the required actions from their last review by:

- developing professional contacts with other schools for verification of internal standards
- ensuring internal entries have a result if a student has had an opportunity to be assessed and, if not, the entry is withdrawn prior to the December datafile deadline.
- continuing to review and update the student and staff NCEA handbooks.

**Response to external moderation outcomes** The school's assessor judgements are consistent with the national standard. The next step is to further develop the process for following up the feedback given by NZQA external moderators. This is discussed in more detail in the report.

### 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)*

Huanui College is reviewing courses and assessment programs to ensure they meet the changing needs of their growing student cohort. As a first step, Heads of Department are now known as Curriculum Leaders, better reflecting the changing diversity of this role. In the English and Mathematics learning areas, the intended focus on assessment practices will ensure these are robust and align with NZQA requirements, better supporting the students doing NCEA literacy and numeracy. These learning areas review their practices and programmes annually to ensure consistency and that the NCEA courses offered meet the needs of these students.

The school is working towards identifying and filling any gaps it may have in its systems and structures. This has seen the introduction of whānau leaders as part of their pastoral system, with the emphasis on student well-being and tracking of academic progress to help students choose the best pathway to meet their qualification goals.

The school is intending to introduce Level 1 NCEA Te Reo Māori in 2022. This will give students currently studying Te Reo Maori at Years 9 and 10 a pathway to continue with this language. Decisions on whether it will be compulsory, as it is in Years 9 and 10, or an optional subject have yet to be made.

The students interviewed appreciated the range of NCEA literacy and numeracy achievement standards offered and felt these supported their learning styles and the desired learning outcome of gaining the literacy and numeracy requirements of University Entrance through this alternative pathway.

**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 2021 5.1 – 5.7)*

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

- using class profiles to identify students who would benefit by doing an NCEA programme for literacy and numeracy
- applying for special assessment conditions using school-based evidence
- engaging with online examinations
- assessing when ready and tailoring the assessment programme to the cohort.

### **Huanui College has effective processes and procedures for:**

- managing authenticity of student work by using suitable strategies during the assessment and marking process
- managing appeals of assessment decisions and breaches of assessment rules
- meeting the requirements of the *Privacy Act 2020*.

**Use of digital tools for assessment** The school encourages teachers to use digital means to gather and assess evidence of achievement. This has been effective in helping teachers monitor work in progress, give feedback and signal next steps to students and to check for authenticity of the work produced. The Principal's Nominee has identified the added advantage of the ease of submitting digital work for external moderation. Another benefit for students is that they have the confidence to complete their NCEA Level 2 English examination digitally this year.

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

### **Huanui College has effective processes and procedures for managing internal moderation by:**

- using clarification documents, exemplars, verification notes and professional learning opportunities to clarify and support assessment judgements
- engaging with subject specialists both within and outside the school to verify samples of student work
- documenting the internal moderation process, including verification discussions and decisions, on an *Internal Moderation Cover Sheet* for every standard
- reporting results to NZQA after the internal moderation process has been completed and confirmed by the Principal's Nominee.

### **Huanui College has effective processes and procedures for managing external moderation by:**

- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan
- successfully making digital submission of the random selected samples of student work through the external moderation tool.

**Review of internal moderation practice** The Principal's Nominee is reviewing the school's internal moderation process to clarify each stage to ensure consistent practice. He has gathered examples from other schools and is comparing these with the systems the school use currently. The next step is to clearly document the processes for critiquing, verifying, monitoring and storage of student work. Senior management can then reconcile that documentation with actual practice to ensure consistency, and that credible results are reported.

**Develop a school-wide system for storing student work** The school would benefit from a centralised system for storing student work which is shared with all teachers of NCEA and the Principal's Nominee. This is especially important for work produced digitally, ensuring it is easily available for future reference. This includes being available for grade verification as part of the internal moderation process, monitoring of this process by the Principal's Nominee and senior leadership, and if it is required by NZQA for external moderation.

**Follow up of external moderation** The school needs to establish a process for reviewing and acting on the feedback given by external moderators. This should include an action plan to address any issues identified or seeking clarification or appealing reports if teachers are unsure or do not agree with decisions made. If any changes are made as a result of the feedback given, these need to be monitored to see if they have effectively addressed the issues identified.

**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:

- clarify the internal moderation process to ensure practice is consistent
- develop a process for responding to feedback given from external moderation and addressing any issues identified
- monitor whether changes have occurred, and how effective they have been in addressing the issues identified by the external moderation feedback.

**For consideration**

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

- developing a system for storage of physical and digital work that is easy to use

## 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)*

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

- tracking, reporting on and mentoring students in their progress towards NCEA literacy and numeracy
- helping teachers plan courses that best meet the needs of their students.

### **Huanui College reports accurate achievement data by:**

- ensuring students acknowledge acceptance of grades awarded and identify any errors that may need to be rectified
- ensuring all internal entries are reported with a result or withdrawn if a student has not had an adequate assessment opportunity.

**Identifying students for NCEA literacy and numeracy pathways** The teachers use data and their knowledge of individual students to identify who would be better suited to gaining the literacy and numeracy requirements of University Entrance through NCEA achievement standards. The students felt they were part of this decision and were happy with the NCEA programmes offered and the support given by their teachers.

**Encourage students to register for their NZQA Learner Login** The school should consider how to assist students to register for and use their Learner Login. The students doing digital exams will need an active Learner Login to be able to access these. The Learner Login will also give them the ability to check the accuracy of their internally assessed NCEA results and external entries, and to check their external examination results in mid-January. They also apply for reviews and reconsiderations using this login.

### **For consideration**

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- assisting students to register for and use their Learner Login.

## 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))*

### **Huanui College has effective processes and procedures for:**

- enabling students and whānau to monitor NCEA progress through the student and parent portal
- reporting regularly to whānau and students on progress and next steps towards literacy and numeracy

### **Huanui College assists common understanding of assessment practice by:**

- informing teachers of NCEA about assessment best practice and providing opportunities to discuss changes
- discussing with students what they need to do to achieve a standard, gain course endorsement and to meet literacy and numeracy requirements.

**Updating of documentation required** The school needs to continue reviewing and updating the staff and student handbooks to ensure they reflect school processes and NZQA requirements. Suggestions for improvements made at the review include using language consistent with NZQA policy for breaches and further assessment opportunities. This will help remove any confusion around these processes. Making the student handbook available on the website would improve accessibility of this information and make it easier to keep current for whānau and students.

**Standardising information contained in course outlines** A review of course information is planned to align the information given to students and whānau. This will be done by creating a common course outline template to be used by all learning areas. A standard format for the subject selection booklet and documentation for course outlines should address any inconsistencies that currently exist among learning areas relating to information about course structure and assessment communicated to 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:

- ensure student and staff handbooks continue to be reviewed for readability and consistency and that they clearly outline school processes and NZQA requirements.

### **For consideration**

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

- developing a template to make the information given in course outlines and the subject selection booklet more consistent.