

# Managing National Assessment Report

## Haeata Community Campus

July 2021

## What this report is about

This report summarises NZQA's review of how effectively Haeata Community Campus:

- 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
- *NCEA Assessment Rules and Procedures Haeata Community Campus (Kaiako and Ākonga Handbook)*
- *Reporting to Parents on Student Progress and Achievement*
- *Haeata Community Campus Course Selection Year 11 2021*
- *Haeata Community Campus Course Selection Year 12/13 2021.*

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
  - English
  - Health / Physical Education
  - Mathematics
  - Performing Arts
  - Kaiārahi Year 11 -13 / Physical Education
  - Technology/Art.
- three ākonga.

There was a report-back session with the Principal, Principal's Nominee and Kaiārahi Year 11 -13 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

## Haeata Community Campus

6 July 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 due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

### What the school is doing well

Haeata Community Campus has a shared vision of supporting ākonga wellbeing and achievement outcomes through an inclusive ethos of care and positive relationships and partnering with whānau. Under the leadership of the new Manukura/Principal, strategic direction driven by data analysis has informed self-review to more effectively engage ākonga and meet their diverse needs.

This strategy of using evidence to respond to ākonga need has led to the establishment of clear academic and vocational pathways within a coherent programme. Literacy and numeracy support are integral components of learning. Ākonga have a personalised learning and assessment plan relevant to their strengths and interests. The school is broadening the range of assessment opportunities offered. External providers are used to offer courses beyond what the school can deliver.

The Principal's Nominee leads assessment practice with the Kaiārahi Year 11 – 13. They provide clear direction and set high expectations to support ongoing improvement in assessment practice and ākonga achievement. This strong leadership, role-modelling and regular communication of NCEA assessment processes have promoted kaiako capacity and ownership for credible assessment practice. Kaiako acknowledged their professional respect for the senior assessment team, their accessibility and support.

Assessment practice is consistent across all kaiako that participated in the review and this consistency was evident in the ākonga responses to interview questions.

The school has robust annual monitoring of internal moderation. Senior leaders can be confident that results reported to NZQA have been quality assured. External moderation outcomes are reviewed, with any identified issues subject to follow up action. The Principal's Nominee monitors the completion of actions and evaluates the outcomes for improvement.

Kaiako effectively use data to track individual ākonga progress towards the goals in their Personal Learning Plan. Learning and assessment programmes are adjusted to address changes in ākonga needs. An annual analysis of ākonga achievement by

the Principal informs review and is reported to the Board of Trustees. Assessment data is effectively managed to ensure that entries and results reported to NZQA are accurate and timely.

Ākonga interviewed clearly articulated the school assessment practices and NCEA procedures, and what is needed to gain a qualification. They acknowledged the approachability of the Principal's Nominee and Kaiārahi Year 11 - 13 and support provided by kaiako that enabled them to demonstrate their best achievement.

### **Areas for improvement**

The school is reviewing written communications to ākonga, whānau and kaiako to improve access to school and NZQA assessment information.

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

### **Agreed action**

The school agreed that an action will improve the quality of their assessment systems. This is to:

- update communications to provide better access for ākonga, whānau and kaiako.

Kay Wilson  
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School Quality Assurance and Liaison

17 September 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 18 October 2018 Managing National Assessment Report

The three items from the 2018 review have been addressed.

The verification process for internal moderation has been strengthened. Subject specialists both within and outside the school verify grades awarded to a strategically selected sample of ākonga work. The two areas of concern previously identified by external moderators; insufficient ākonga evidence and evidence below the curriculum level of the standard, show improvement. The improving rates of consistency of assessor judgements for standards submitted for a second round of moderation are evidence of this change.

The introduction of a new student management system in 2020 provided greater visibility of data issues. All 2020 entries submitted to NZQA had a result allocated.

Support for kaimahi new to NCEA and the school is prioritised through a mentoring and induction programme, including on NZQA and the school's assessment and moderation processes. These kaiako have ready access to senior leaders of assessment for guidance and information.

**Response to external moderation outcomes** The improving rates of consistency of assessor judgements noted by NZQA moderators is evidence of the school's effective response to feedback in external moderation reports.

The Principal's Nominee uploads each report into the Haeata Community Campus Quality Assurance Register (QAR). Standards identified as Not Yet Consistent and Not Consistent are highlighted as requiring action. The Principal's Nominee monitors the completion of these required actions through the QAR. He evaluates standards for expected improvement, to identify developing trends and potential issues, and to initiate support.

**Response to process reviews** The *Managing of Special Assessment Conditions* review undertaken by NZQA in mid-2021 found that the school was in the initial stages of developing processes to identify ākonga who may require special assessment conditions and establishing systems to support these ākonga for internal and external assessment. Senior leaders and Learning Support kaimahi are committed to addressing this need and plan to use the review recommendations to support their processes. Kaiako knowledge of junior ākonga needs and trialling potential conditions are a useful basis for gathering school-based evidence to support applications for ākonga identified as eligible at senior levels.

## 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)*

Self-review is continuous and informs strategic direction. In 2020, the new Manukura/Principal led a thorough review of how learning design, curriculum delivery and physical resources interact, to determine the impact on ākongā learning progress and outcomes. Evidence based internal review using data interrogation and consultation with ākongā, kaiako and whānau, identified potential improvements that could contribute to ākongā achievement expectations and success.

As a result of self-review, a number of learning and assessment changes have been introduced, with future initiatives being planned, including:

- learning design offering personalised pathways for ākongā while providing greater direction and coherence through structured course delivery, for both ākongā and kaimahi
- providing access to Science, Technology, Engineering and Mathematics (STEM) pathways, including:
  - coherent pathways from junior through to senior school
  - removing subject entry pre-requisites
  - promoting STEM subjects as credible options for ākongā and their future
- building networks with other schools that support the verification practice of single subject Kaiako, and to provide valuable collegial feedback
- sharing responsibility for moderation submission and accessing reports, and markbook setup, to recognise the developing capability of kaiako in assessment practice
- using student management surveys to gather ākongā voice, and share findings with whānau via the portal
- engaging in digital exams to match ākongā everyday learning and assessment modes.

The school is investigating extending learning and assessment opportunities to further cater for ākongā interests and aspirations. Possible additional subjects the school is exploring include Te Reo Māori, utilising onsite expertise, and linking with a local school to assess another University Entrance subject.

To provide greater continuity of learning between ākongā and kaiako, the Curriculum Committee is looking at introducing semesters into junior programmes. This approach could provide a smooth transition into senior pathways and support the introduction of the new Level 1 qualification in 2023. Ultimately the school's intent is to move from single subjects to integrated studies, where appropriate, and extend the practice of using evidence to assess more than one standard and one subject through kaiako collaboration and planning.

Another area of school review is how best to develop literacy and numeracy skills, to enable ākongā to access the curriculum. To prepare ākongā and kaiako for the changed approach under the NCEA Change Programme, the school may express interest in being a literacy numeracy pilot school in 2022.

The interconnection of robust self-review, a determined collaborative effort by kaimahi, and school-wide professional leadership of NCEA illustrate the school's capacity to effectively respond to changes in ākongā assessment needs and create opportunities to engage ākongā and enhance achievement success. This approach is contributing to credible assessment in an innovative learning design. The impact of the changes will be measured by ākongā engagement and success over time.

**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)*

### **Haeata Community Campus has effective processes and procedures for meeting the assessment needs of their students by:**

- broadening assessment opportunities by engaging with external providers to offer vocational and trade-based courses
- designing courses with learning contexts that are genuine and authentic, engage ākongā interests, and reflect cultural backgrounds
- allowing the completion of NCEA qualifications over more than one year where appropriate
- using formative assessment, milestone checks, feedback, and feedforward to assist ākongā to present their best evidence of achievement
- providing varied opportunities to gather evidence of achievement including portfolios, naturally occurring, oral, presentation formats and digital, to reflect ākongā strengths
- assessing ākongā when they are ready through flexible timeframes, as appropriate
- the Exam Centre Manager running the practice examinations to provide continuity and reassurance for ākongā
- providing opportunities for ākongā to complete qualifications, particularly in further assessment opportunities at the end of the year.

### **Haeata Community Campus has effective processes and procedures for:**

- ensuring consistent school-wide assessment practice on missed and late assessment, appeals and breaches of the assessment rules
- providing valid resubmission and further assessment opportunities
- monitoring the authenticity of ākongā work during the assessment and marking process
- ensuring derived grades are based on standard-specific authentic evidence from practice examinations that has been subject to a quality assurance process
- motivating ākongā by acknowledging success, including at Celebration Hui
- meeting the requirements of the *Privacy Act 2020* in the issuing of ākongā results and using ākongā work as exemplars.

**Programme design is the key to ākongā engagement and success** Ākongā follow a coherent, personalised pathway that supports their current needs and future aspirations. Assessment opportunities are relevant to their planned pathway, rather than aimed at the accumulation of credits.

Year 12 and 13 ākongā are offered NCEA through an academic or vocational pathway, with flexibility to change between options. Ākongā following an academic programme have the goal of University Entrance and future tertiary study. Some

kaiako are able to support ākonga academic pathways by assessing a Level 3 internal standard from an approved University Entrance subject in their Year 12 course. Those on a vocational pathway explore various options including work experience and apprenticeship training, alongside strengthening literacy and numeracy skills.

Pathways for Year 11 ākonga focus on developing key skills through a broad curriculum, including the appropriate use of supported learning standards and improving literacy and numeracy competencies through either unit or achievement standards, as appropriate.

Project-based study is offered across all levels and pathways. Special programmes to enable ākonga to pursue their interest and future possible career in services, sport and hospitality are also offered, with performing arts being developed.

**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)*

### **Haeata Community Campus has effective processes and procedures for managing internal moderation by:**

- subject specialists reviewing each standard annually prior to assessing, to ensure that the assessment materials meet the requirements specified in the standard
- using clarification documents, ākonga exemplars, documented discussions on grade judgements and external moderation feedback to inform assessment decisions
- following identical processes for moderating both Industry Training Organisation and NZQA administered standards.

### **Haeata Community Campus has effective processes and procedures for managing external moderation by:**

- ensuring ākonga work is readily available for external moderation by being adequately stored and the Principal's Nominee knowing the location of the materials
- using a random selection method that meets NZQA requirements, when the sample size requires this
- supporting kaiako to suggest appropriate standards to be considered for inclusion in the moderation plan, including all newly assessed standards, and negotiating appropriate changes
- submitting all moderation materials digitally
- valuing moderators' feedback for professional learning to inform changes to assessment tasks and grade decisions
- clarifying and appealing outcomes to assist with understanding of the standard.

**Internal moderation monitoring a strength** The school has embedded a Quality Assurance Register (QAR) of clearly defined and required internal moderation steps, documented in a digitalised tool. This robust system enables the Principal's Nominee to monitor the completion of internal moderation for all standards before results are reported, and to follow up when issues are identified. This provides assurance that results are credible. The Principal's Nominee also reconciles documentation with practice, as all assessment and moderation materials including digital ākonga work, are accessible through the QAR.

All Kaiako assessing standards are required to engage with the QAR, which supports their understanding of internal moderation processes. Kaiako new to the school are inducted in the use of the QAR. Regular kaimahi changes, including some kaiako new to the qualification, make the QAR particularly relevant to support expected practice.

Kaiako interviewed for the review found the register easy to use and liked the professional sharing and transparency of practice it offered. The QAR supports consistency in grade judgements across learning areas.

**No action required**

No issues with the school's internal and external moderation were identified during this review.

## 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)*

### **Haeata Community Campus effectively uses assessment-related data to support achievement outcomes for students by:**

- regularly monitoring ākonga progress towards their Personal Programme Plan and providing mentoring for learning and career development
- the Kaiārahi Year 11 – 13 tracking the publication of results in the student management system to ensure timely reporting of results and progress to ākonga and whānau
- providing written reports to whānau and holding hui for parents to discuss tamariki progress with kaiako
- evaluating the effectiveness of assessment programmes, including using ākonga voice, to inform changes to better reflect ākonga abilities and interests
- kaiako undertaking professional learning enquiries around coaching for learning and assessment planning to support understanding of assessment and improvements in ākonga achievement
- the Manukura/Principal regularly updating the Board of Trustees on ākonga attainment progress, and annually reporting an analysis of NCEA achievement, to inform strategic goals and actions.

### **Haeata Community Campus reports accurate achievement data by:**

- actively supporting ākonga and whānau to use the student management system portal and NZQA Learner login to track progress and check reported results for accuracy
- closely managing late external entries so ākonga receive personalised papers and feel more at ease with the exam experience
- reporting results against the correct code of outside providers with whom the school holds current Memoranda of Understanding.

**Data is effectively managed** The installation of a student management system that facilitates the management of data for awarding the NCEA qualification means that the Principal's Nominee can ensure accurate and timely data is reported to NZQA. The 2018 Managing National Assessment report noted the challenges of working with a data management system that was not configured to NZQA processes.

The Principal's Nominee has significantly improved the management of entries and results. There is evidence of thorough data management, matching ākonga to intended assessment programmes. Kaiako report internal results or withdraw the entry, as appropriate, before the final data file submission, including Not Achieved when ākonga have had an adequate assessment opportunity. The Principal's Nominee also identifies and resolves any issues highlighted in the Key Indicators or submission error messages.

### **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))*

### **Haeata Community Campus has effective processes and procedures for:**

- ensuring ākonga receive course information booklets for all subjects they undertake, including programme pathways
- informing kaiako about changes to assessment procedures, clarifying school and NZQA expectations and providing opportunities to discuss best practice at professional learning hui.

### **Haeata Community Campus assists common understanding of assessment practice by:**

- ensuring that ākonga understand what they need to achieve in order to gain a qualification
- regular face-to-face conferencing with ākonga, and with whānau to discuss ākonga goals, progress and achievement, including at termly Celebrations of Learning hui
- extensively supporting professional learning opportunities, including collaborating with external subject specialists
- encouraging kaiako to use their Education Sector Logon, including to review all relevant documentation in the creation of assessment tasks and pre-assessment critique of a standard, and accessing moderation reports.

### **Increasing access to assessment practices through improved communications**

The school's review of NCEA practice identified that both ākonga and kaimahi assessment information could better meet the needs of the audience. The school's use of written, formal language is a barrier to communication with ākonga and whānau, and there is unnecessary detail in the kaiako handbook.

To increase the engagement of ākonga and whānau in accessing NCEA information, the school is investigating using digital tools and the target language of the school's diverse cultures in user friendly formats. To support this outcome, delivery of key messages could use NZQA language videos on Understanding NCEA, videos featuring current ākonga and the Ministry of Education varied language resources on the NCEA Change Programme.

Similarly, updating the kaimahi handbook will ensure all kaiako have better access to relevant information, supporting school-wide consistent practice. Thorough editing of the kaimahi handbook will ensure school and NZQA assessment information for kaiako is current, clear and comprehensive and fully aligns with the context of the school and recent changes.

### **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 communications to provide better access for ākonga, whānau and kaiako.