

# **Managing National Assessment Report**

## **Haeata Community Campus**

**October 2018**

## 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 2018* (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:

- *NCEA Assessment Rules and Procedures, Haeata Community Campus, 2018* (Student and Parent Handbook)
- *NZQA and Learning Flowchart, Haeata Community Campus, 2018* (Kaiako Document)
- *Haeata Learning Design, Haeata Community Campus, 2018*
- *2018 Learning in Ihutai*, programmes and modules for Years 11, 12 and 13.

The School Relationship Manager met with the:

- two Principal's Nominees
- Kaihautū – Community and NCEA (Director of Learning)
- six kaiako, and;
- three ākonga.

There was a report-back session with the Principal, Kaihautū – Community and NCEA and two Principal's Nominees 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

This is Haeata Community Campus's inaugural Managing National Assessment review. The school opened in January 2017, replacing four schools in the suburb of Aranui as part of the Christchurch post-earthquake Shaping Education – Future Direction Programme. Assessment against standards on the New Zealand Qualifications Framework occurred in 2017 with the Year 11, 12 and 13 cohort.

The return cycle of all newly consented schools with no significant issues is two years, to provide the opportunity for assessment practice and quality assurance systems to be embedded.

# SUMMARY

## Haeata Community Campus

19 October 2018

### 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 two years.

### What the school is doing well

Haeata Community Campus is committed to holding the ākonga and their learning needs at the centre of their practice. The approach to learning, and assessment is innovative and transdisciplinary, utilising the flexibility of the NCEA assessment model. Personalised learning plans underpin the school's shared commitment to supporting ākonga achievement and fostering well-being. Individualised pathways are responsive to ākonga interest and aim to maximise opportunities for engagement and success. Developing strong relationships between ākonga and kaiako during Puna Ako time, for example is an important component contributing to engagement in learning and assessment.

Self-review is a continuous process. The school's review processes are underpinned by data analysis and the use of ākonga and kaiako voice. As part of its self-review, the school has reviewed curriculum and assessment delivery, and responded to external moderation outcomes to improve school-wide consistency and ownership. Kaiako are encouraged to collaborate and take responsibility for ensuring effective learning and assessment and seeking support when needed.

Assessment processes are well-managed, and practices are uniform across the kaiako participating in this review. A range of academic and vocational opportunities are offered to provide relevant pathways for ākonga. Kaiako described a variety of approaches to gather evidence of achievement for assessment, to allow best evidence to be presented. Ākonga are assessed when they are ready, as appropriate.

Internal moderation processes are well understood and consistently applied by kaiako. Through annually monitoring internal moderation processes, senior leadership ensure that only verified results are reported. External moderation outcomes are discussed, and action plans are developed and monitored for completion when issues are identified.

Data is used to monitor achievement progress of all NCEA ākonga, enabling tracking of ākonga towards meeting personal and qualification goals. Mentoring guides ākonga towards success through tailored conversations and individualised support. Literacy and numeracy are actively targeted to assist the attainment of qualifications. Throughout the year appropriate adjustments to ākonga learning and assessment plans are made, as required. Reporting of results is timely and accurate and any

errors or concerns are identified and efficiently addressed by the Principal's Nominee.

NCEA practice is effectively led by the Principal's Nominees, both of whom are new to this role. They clarify expectations and changes to assessment procedures with kaiako during professional learning sessions. Ākonga and whānau are encouraged to keep track of achievement by accessing the portal into the student management system. Face-to-face conferences are used to discuss achievement in more detail. School documentation is reviewed and updated and provides sound direction for good practice. The ākonga interviewed for the review were well-informed about the NCEA and considered that both the flexibility of learning programmes and their kaiako positively supported them to achieve.

The Principal's Nominees are supported in their work by the Principal and senior leadership team, who alongside the kaiako, work collaboratively to assist ākonga success.

### **Areas for improvement**

To improve low agreement rates between teachers and NZQA moderators, the school has identified and developed a number of strategies, including a more robust verification process to support kaiako to make assessment judgements consistent with the standard.

Where ākonga have not been assessed in a standard, entries must be withdrawn. This will ensure that ākonga entries reflect their intended assessment programme.

The school recognises that kaiako new to the school and NCEA need ongoing support to develop their confidence and understanding of both the school's approach to learning and assessment and NZQA procedures and practices. The school intends to provide tailored professional learning opportunities to address these needs.

### **Agreed action**

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

- strengthen assessor judgements through the verification process
- ensure that only internal entries with a result are submitted to NZQA
- ensure teachers new to the school and NCEA are supported with an induction programme.

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Manager  
School Quality Assurance and Liaison

3 December 2018

**NZQA**

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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 the previous Managing National Assessment Report** This is the first Managing National Assessment review for Haeata Community Campus.

**Response to external moderation outcomes** The agreement rates of assessor judgements between teachers and NZQA moderators was below expectation in some standards.

Comprehensive analysis of feedback from external moderators by the Principal's Nominees identified issues of sufficiency and depth of evidence with some standards assessed. This is the result of the lack of experience of some kaiako assessing NCEA. The school has introduced or strengthened practices to support teachers and address these issues, which include:

- a Principal Nominee discussing moderator feedback with kaiako to assist with understanding of the standard, to inform changes to assessment decisions
- modifying assessment materials to reflect the standard, as required
- developing for kaiako fit-for-purpose sets of generic tasks for assessing project-based learning standards
- establishing as lead verifiers kaiako with standard-specific expertise
- building up a set of annotated exemplars of ākongā work in the school's own context to be used as benchmarks for assessment judgements that are stored on the student management system
- the Principal's Nominees ensuring that issues raised in external moderation have been addressed
- querying or appealing an external moderation report, or requesting a clarification if the feedback is not sufficient to inform improvement
- strategically requesting standards to be included in the moderation assessment plan so that useful feedback is received
- planning for external professional development to increase capacity around writing assessment tasks and evidence gathering, particularly at NCEA Level 2 and 3.

The Senior Leadership Team review external moderation outcomes. A system has been developed to allow the identification of patterns, affirm positive change, and inform responses to any ongoing issues.

## 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)*

Haeata Community Campus has a culture of self-review of NCEA systems that reflects its shared vision and strategic aim of providing ākongā with the best opportunity to achieve through a holistic, ākongā-centred approach.

Review is in response to the school re-evaluating their own model of curriculum and assessment, and findings of external agencies. Senior leaders use reports of ākongā achievement based on the analysis of data and learning narratives, as well as ākongā and kaiako voice, to recalibrate the school's strategic direction.

The school faced considerable challenges during the initial year of learning and NCEA assessment, contributing to many ākongā not completing qualifications. The school opened with a larger senior roll than was anticipated. The student management system required significant development as it was not configured to NZQA processes, and ākongā learning histories were not initially available. Ākongā and some kaiako were not conversant in the school's pedagogical approach to learning. Ākongā and kaiako were unknown to each other and some kaiako were new to NCEA assessment. Learning and assessment processes required improvement in consistency and outcomes, as appropriate.

As a consequence, all assessment programmes and processes are subject to annual review. The focus is on continuous improvement to best meet the needs of ākongā, while ensuring credible assessment.

The school is to be commended for the school-wide consistency of specific assessment practices and quality assurance processes that meets NZQA guidelines, as described by kaiako and ākongā interviewed. This reflects clear expectations, checking that the required procedures are being followed according to school and NZQA requirements, and the collegial relationships across the school.

Self-review has resulted in a number of recent initiatives to improve achievement outcomes for ākongā, including:

- reviewing the design of learning to find the appropriate balance between self-chosen and structured learning pathways in small groups
- a shift towards more project-based learning which engages ākongā through providing relevant contexts
- gathering ākongā and kaiako voice on the experience of learning and assessment at the school, and making changes for improvement
- supporting the development of a fit-for-purpose student management system which, through centralised evidence collection, provides a substantial and credible record of achievement for every ākongā
- developing a digital *Quality Assurance Register* to document and reconcile internal moderation processes with actual practice, which has been adopted by all kaiako
- developing strategies to strengthen external moderation processes and agreement rates, as discussed in this report

- extending the school's consent to assess to increase the number of pathways available to ākonga, including the Service Academy
- using school-wide conventions to collect and store digital evidence to ensure that ākonga work is authentic, credible, and accessible
- establishing co-Principal's Nominees to ensure sustainable best practice by further developing capacity.

The school has planned to consider:

- investigating study with Te Kura, especially at Level 2 and 3, that aligns with the school's learning design and allows a broader range of subjects that the school would not otherwise be able to offer.

The effectiveness of the school's response to external review and efforts to improve the school-wide consistency and ownership of curriculum and assessment practice to ensure ākonga success will be more measurable over time.

### **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:

- strengthen assessor judgements through the verification process.



## 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 2018 5.5)*

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

- gathering evidence of achievement using a variety of opportunities, including portfolio, digital, verbal and presentation formats
- using ākonga achievement evidence to assess more than one standard, and across subject areas
- collecting school-based evidence to support applications for ākonga identified as needing special assessment conditions, and providing appropriate support
- recognising ākonga achievement through termly Celebrations of Learning and acknowledging success.

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

- ensuring consistent school-wide practice on resubmission, further assessment opportunities, missed and late work, appeals and breaches of assessment rules
- utilising a range of strategies to assist ākonga to present authentic work
- reporting Not Achieved where ākonga have had an adequate assessment opportunity, but submitted insufficient evidence at the standard, or no work
- ensuring appropriate evidence for derived grades are held
- effectively managing external examinations
- meeting the requirements of the *Privacy Act 1993* in the issuing of ākonga results and using ākonga work as exemplars.

**Personalised approach tailored to individual need supports ākonga engagement and success** Learning programmes focus on enabling ākonga to experience assessment success, maintain motivation and manage learning and assessment workloads. The Puna Ako mentor and ākonga co-construct a personalised plan of learning and assessment opportunities drawn from across subject areas that focus on the needs of each ākonga, engage interests, and connect to experiences that offer genuine and authentic contexts. This enables the ākonga to have agency and ownership of their learning and achievement goals. Puna ako provide ongoing support and monitor achievement progress through regular conversations tailored to the ākonga's need and progress. Appropriate support is also provided for ākonga requiring extension opportunities and for those ākonga with additional learning needs.

Programmes are regularly re-evaluated and are flexible to cater for changing circumstances and ākonga interests. This approach ensures that the learning and assessment programmes is best tailored to the individual's needs. Kaiako actively seek opportunities for the ākonga to present their best evidence of achievement, particularly through naturally occurring evidence produced through ākonga communicating their learning. Milestone checks, and feedback and feedforward are used to help determine ākonga readiness for assessment, and assessment occurs

when the ākonga is ready, as appropriate. Digital tools are pivotal to supporting ākonga learning, enabling ākonga to continue their learning independently and to present the evidence of this learning in various formats.

**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 2018 6.4b)*

### **Haeata Community Campus 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 of the school to verify grade judgments
- keeping a record of verifiers and monitoring completion of verified ākongā work to facilitate timely reporting of results to NZQA
- kaiako recording the completion of internal moderation processes in the Quality Assurance Process document prior to reporting results for all standards assessed
- keeping bench mark exemplars of ākongā work and documented discussions on grade judgements to inform future assessment decisions
- ensuring kaiako are provided with clear expectations on internal moderation requirements and regularly checking processes.

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

- selecting samples of ākongā work randomly to NZQA requirements
- ensuring samples of ākongā work are available through by being stored digitally, and being accessible
- reviewing moderation reports from Industry Training Organisations as part of the school's response to external moderation
- encouraging kaiako to select appropriate standards to be included in the annual moderation plan
- digitally submitting all of external moderation material, and planning to continue this practice.

**Strengthening of internal moderation processes in response to external moderation outcomes** The focus has been on developing robust internal moderation processes to address the low agreement rate between NZQA moderators and kaiako in 2017. The school is effectively using a digital auditing tool to monitor and document the completion of internal moderation. Kaiako record the critiquing and verification processes, and annotations of final grade decisions. They also include a link to the assessment materials and schedule. All ākongā work is stored in the student management system.

The Principal's Nominees review the progress of each standard towards completion and follow up incomplete processes with staff. All sections must be completed before results are reported to NZQA. The Principal's Nominees reconcile documented moderation processes with actual ākongā work for a random sample of standards for each subject. This provides a transparent account of moderation effectiveness and informs common issues that need to be addressed. Monitoring supports school-wide

consistent practice and provides senior leadership with confidence that all reported results are quality assured.

**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:**
  - communicating progress through the student management system portals and at face-to-face conferences to set and monitor ākonga achievement goals with whānau
  - gathering ākonga voice to evaluate the design of their learning programmes and for future reference
  - evaluating the effectiveness of individual learning programmes to ensure they allow ākonga to meet their achievement goals and informing changes
  - supporting kaiako as inquiry projects on improving ākonga NCEA achievement
  - reporting to the Principal and Board of Trustees an analysis of NCEA achievement for each ākonga
  - reviewing the progress made towards the school's annual achievement goals to plan ongoing strategic direction
- **reports accurate achievement data by:**
  - using the Key Indicators and data file submission reports to identify and resolve data errors
  - timely reporting to NZQA of results that have been checked for accuracy
  - supporting ākonga to use their NZQA Learner login to track their NCEA progress and identify errors in entries or results
  - ensuring Memoranda of Understanding for external providers are held in a central digital file and reconciled annually with reported results.

**Strengthened reflection on ākonga achievement and data analysis** Quantitative and qualitative data is continuously gathered in the student management system which provides real time, comprehensive information on each ākonga. All ākonga are actively monitored and supported to attain the literacy and numeracy requirements and completion of qualifications, as appropriate. This data also allows appropriate adjustments to personal learning plans, when needed to reflect learning needs and expectations.

School-wide ākonga achievement is analysed against attainment goals identified in personal learning plans, and national qualifications, as appropriate. The Kaihautū – Learning regularly produces an Ākonga Success Update. This includes achievement forecasts, identifying success rates within learning pathways, and support to address barriers to achievement. This report of current success is the basis of discussion for the Senior Leadership Team and the Board of Trustees, to comprehensively inform and reflect on ākonga success, attainment measurement of strategic goals and the effectiveness of changes made to personal learning plans. Ākonga achievement

analysis is used to highlight the collective responsibility for ākongā achievement by all NCEA kaiako.

**Withdrawing internal entries without results** A significant proportion of internal entries across several standards, had no reported result in 2017. This was the consequence of ākongā self-selecting entry into a large number of standards and not being assessed in these standards.

In 2018, kaiako are managing the entries into standards in consultation with ākongā. The Principal's Nominees intend to use the *Candidate Entries and Results Report* and *Counts by Subject or Course Report* on the NZQA website to identify discrepancies and will ensure internal entries have a result reported before the 1 December deadline or are withdrawn, as appropriate. This will ensure that ākongā assessment records accurately reflect their assessment programme.

### **Agreed action**

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure that only internal entries with a result are submitted to NZQA.

## 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:**

- providing ongoing communication to whānau and ākonga including learning and achievement conversations at celebration hui for all cultural groups each term
- annually reviewing, and digitalising communications to ensure that they are current, accessible, and fit for purpose
- widely distributing information on financial assistance to cover all ākonga who may be eligible.

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

- providing user-friendly, concise plain English staff guidelines and an ākonga handbook covering key school-wide assessment procedures
- informing teachers about updates of NCEA information throughout the year via digital, face-to-face, and written communication.

**Consistent management and communication of assessment practice** Effective leadership and clear communication of NCEA assessment procedures and processes are being developed and embedded by the Principal's Nominees. The use of the digital platform for monitoring internal moderation is an example of improved capacity. When issues become known, senior leadership is developing effective responses to address these and educate kaiako.

Ākonga interviewed during the review clearly articulated school assessment practices and NCEA procedures, and what was needed to gain a qualification. They acknowledged the individualised assistance provided by their kaiako to support their achievement and the flexibility of learning programmes which allow them to pursue pathways of interest.

**Challenge of building staff capacity in NCEA assessment practice** Staff turnover presents ongoing challenges to being confident practitioners of the school's learning design and assessment strategies for teachers new to the school. This is particularly relevant for kaiako new to the delivery of NCEA qualifications who need training to both develop their understanding of the standards-based assessment system and gain standard-specific expertise. The school is fully aware that effective staff professional learning and support is essential to help ensure school-wide understanding and ownership of assessment best practice that meets the needs of the ākonga and the expectations of the school.

### **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 teachers new to the school and NCEA are supported with an induction programme.