

Managing National Assessment Report

Hobsonville Point Secondary School

June 2019

What this report is about

This report summarises NZQA's review of how effectively Hobsonville Point Secondary School:

- 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
- *Student Assessment & Achievement Policy, Hobsonville Point Secondary School, 2019*
- *Assessment Policies & Procedures and NCEA Assessment Practice Checklist, Hobsonville Point Secondary School, 2019* (Staff Handbook)
- *NCEA at Hobsonville Point Secondary School, Website, 2019* (Student Information)
- Course outlines for Qualifications 1, 2 and 3 Programmes (Years 11, 12 and 13).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Learning Design
- Learning Area Leaders for:
 - Arts
 - English
 - Mathematics
 - Social Sciences
 - Science
 - Technology
- two students.

There was a report-back session with the Deputy Principal – Learning Design 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

Hobsonville Point Secondary School was granted Consent to Assess in 2015 and the first cohort of students to complete the three Qualification programmes (Years 11, 12 and 13) did so in 2018. The school has an innovative curriculum and assessment design which is highly personalised. Students aim to achieve NCEA at Levels 2 and 3 rather than at Level 1.

A Managing National Assessment review was undertaken in 2017 when students were embarking on Qualification 2 (Year 12 - NCEA level two). At that stage, the school had yet to submit material for external moderation. The timing of the current review (two years after the former) is not an indication of concerns raised in the earlier review but is rather common practice with newly consented schools.

SUMMARY

Hobsonville Point Secondary School

20 June 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

Hobsonville Point Secondary School continues to provide innovative and personalised assessment opportunities for students which are guided by a set schoolwide principles that determine the teaching and assessment philosophy and practice of the school.

The action item identified in 2017 Management National Assessment report to review and update the student and staff handbooks has been appropriately completed.

Self-review occurs at all levels in the school, informed by data analysis and is intended to bring about improvement. Common templates are used to gather and analyse data for formal review and many opportunities exist for more informal review and reflection.

A number of improvements have been introduced as a result of self-review, including updates to the Quality Assurance Register, development of the process to track student achievement and the investigation of ways to retain girls, and Pacific and Māori students in Science programmes.

Programmes of learning and assessment are designed to meet the needs of students and to be engaging. All three Qualification programmes have now been developed and delivered and all three have been designed according to the same principles. The Qualification 3 programme has a particular focus on future pathways for students.

There is a strong commitment to support students to achieve the literacy and numeracy requirements for NCEA, with support classes available for those students for whom this has been identified as a possible problem.

Internal moderation is a valued and robust process, which occurs in accordance with NZQA requirements. The Quality Assurance Register aids the reporting and monitoring that is required. The school's NCEA Assessment Practice Checklist is a valuable aid for teachers to follow to ensure that they are completing all required steps. The process to submit external moderation samples is also consistent with NZQA requirements.

Assessment data is well managed with data files submitted to NZQA in a timely manner and any identified issues addressed and resolved promptly.

The open and transparent atmosphere and the collegiality of teachers ensures that information about assessment practice is communicated effectively in formal and more informal settings. Students have agency to monitor their own progress and are confident to seek help when needed.

Areas for improvement

Although Learning Area Leaders review moderation reports and develop action plans to address any issues that have been raised, a process must be developed by senior leaders to monitor and record the effective completion of these plans. This will enhance the confidence of senior leaders that these concerns have been addressed.

The nature of the support provided by the school to the Examination Centre Manager must be reviewed to ensure that this is appropriate and readily available. In 2018, it was reported that the support offered was not optimal, although this was an oversight rather than a deliberate inaction.

The monitoring of internal assessment processes could be enhanced by the introduction of a common template for Learning Area Leaders to follow and the introduction of a process to shorten the time between the completion of internal moderation procedures and their recording in the Quality Assurance Register.

A process to record and submit Emergency Grades to NZQA must be developed so that these can be available should there be a disruption to the external examinations.

The naming conventions of school courses should be reviewed to ensure that they reflect students' achievement with greater clarity when reported on their Records of Achievement.

Agreed action

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

- review existing processes to monitor and record the effective completion of action plans developed in response to external moderation reports
- review the effectiveness of the current process to record and submit Emergency Grades
- consult with the Examination Centre Manager to ensure that appropriate levels of support are provided by the school.

Kay Wilson
Manager
School Quality Assurance and Liaison

3 October 2019

NZQA

0800 697 296

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)

Action Item from 11 May 2017 Managing National Assessment Report The agreed action item from this report has been addressed by the school. This was to:

- review and update the staff and student handbooks.

Response to external moderation outcomes Learning Area Leaders review moderation reports and develop action plans to address any concerns that have been raised. This is an appropriate process to follow.

The Principal's Nominee must now develop a means to monitor that these action plans have been effectively completed. This will close the loop on this process and provide assurance to senior leaders that external moderation concerns have been effectively addressed. A further enhancement to the Quality Assurance Register may assist this required monitoring

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 an accepted, valued and school-wide process, underpinned by the analysis of data with the aim of improving the outcomes for students. The open, transparent and collegial atmosphere among teachers supports effective and thorough self-review across the school.

Both formal and informal processes are used to facilitate review and common templates are used to gather relevant data to be used in reporting and in discussions. Teacher Spirals of Inquiry are both informed by and inform schoolwide review. Discussions also occur at kitchen table meetings held by various groups of teachers.

A number of changes have occurred as a result of self-review, including:

- comprehensive updates to the Quality Assurance Register
- further development of the process used to track student assessment progress
- an investigation of ways to retain girls, and Māori and Pacific students in senior Science classes in response to the need to address equity in STEM programmes.
- the introduction of literacy and numeracy support classes
- the introduction of new courses, notably in Horticulture, Food Technology and the Pathways programme
- the provision of further support for students with diverse needs.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review. Senior leaders undertake to:

- review existing processes to monitor and record the effective completion of action plans developed in response to external moderation reports.

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)

Hobsonville Point Secondary School has effective processes and procedures for meeting the assessment needs of their students by:

- designing programmes of learning that are highly personalised and focussed on their interests, needs and abilities
- offering integrated courses and a thematic approach in which assessments are genuine and authentic extensions of their learning experiences and evidence can be used for more than one standard at a time
- making extensive use of digital assessment opportunities
- where appropriate, assessing them when they are ready
- monitoring and supporting them to achieve NCEA literacy and numeracy requirements
- extending assessment opportunities by offering courses delivered by other providers
- identifying those who may be eligible for Special Assessment Conditions and making applications to NZQA for entitlements for these students.

Hobsonville Point Secondary School has effective processes and procedures for:

- ensuring grades awarded are valid, authentic and verified
- providing one further opportunity for assessment when appropriate
- providing opportunities for resubmissions that meet NZQA requirements
- managing missed and late assessment processes
- investigating appeals by students of assessment decisions
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have not submitted work.
- meeting the requirements of the *Privacy Act 1993*.

Underpinning principles continue to guide the assessment process The clear principles that guide assessment and provide a consistency of expectation and practice that was evident during the previous review have continued. The school asserts that all assessment experiences should be:

- low stress
- as naturally occurring as possible
- a balance of personalisation, rigour and high expectations
- designed to fit best practice for each learning area
- designed to ensure coverage, progression and pathways to personal success.

Programme design is innovative and emphasises personalised learning

Programmes for all three Qualification years have now been developed and delivered. Learning is emphasised over assessment. The Qualification 3 programme (Year 13) which is focussed on students' future pathways, has a more "traditional" structure to the other Qualification years but programme design remains innovative.

Students have a wide choice of courses in each Qualification year, which include SPINS (courses taught by one teacher), Modules (courses taught by two teachers) and Projects.

This approach has developed out of the underpinning principles and offers agency and an excitement about learning for students.

Literacy and numeracy support is emphasised A particular focus on supporting students to achieve their literacy and numeracy requirements for NCEA, including University Entrance, has developed. Identifying students at risk of not progressing in their literacy and numeracy begins in the Years 9 and 10 Foundation programmes. Support continues into the Qualification years with literacy and numeracy intervention classes being offered to identified students. Students are also tracked by the relevant Learning Area Leaders and Coaches intervene if concerns are raised.

Tracking of student progress towards a qualification has further developed

The 2017 Managing national Assessment Report indicated that the tracking of student achievement is developing. This process is now comprehensive and enables effective interventions where needed.

Senior leaders use assessment data on an ongoing basis to identify students potentially at risk of not achieving their qualification goals. Interventions for these "line of sight" students are planned with their teachers and monitored by senior leaders. Interventions can include:

- Individual Education Meetings with parents to develop a support plan
- support from the pathways team to source alternative opportunities that may suit the student
- teachers offering additional standards within existing courses.

Review the support that needs to be provided to the Examination Centre

Manager The school needs to have a clear understanding about the nature and level of the support that should be provided to the Examination Centre Manager, and to ensure that this is provided. This will better ensure the smooth running of external examinations and assure the credibility of this process.

The Examination Centre Manager commented to NZQA in 2018 that she occasionally did not have ready access to teaching staff and resources. This oversight by the school was not deliberate but rather caused by a lack of clarity about what is required.

Agreed action

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

- consult with the Examination Centre Manager to ensure that appropriate levels of support are provided by the school.

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)

Hobsonville Point Secondary School has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- purposefully selecting grade boundary samples of student work for verification
- being strategic in the selection process by not requiring that a particular number of samples be selected
- using subject specialists to verify the selected samples
- using verifiers from outside the school, where appropriate
- documenting the process using the online Quality Assurance Register
- keeping benchmark exemplars to inform future assessment decisions
- monitoring that all internal moderation procedures are completed as required.

Hobsonville Point Secondary School has effective processes and procedures for managing external moderation by:

- encouraging Learning Area Leaders to recommend standards to be included for external moderation each year
- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored.

Use of a common template could assist Learning Area Leaders Consideration should be given to the development of a common template for Learning Area Leaders to use when monitoring the completion of internal moderation procedures. This could improve efficiency. The digital tool used by the Learning Area Leader of Science is a good example.

Further refinement of the Quality Assurance Register should be considered

There can currently be a significant time lapse between the completion of internal moderation, the awarding of grades to students, and the completion of the Quality Assurance Register that confirms that internal moderation processes have been completed. The school should consider how the register could be further refined to address this time lapse.

One value of the Quality Assurance Register is that it can provide senior leaders with near realtime confirmation that the various assessment processes have been completed. This gives confidence that results submitted to NZQA are credible.

This does not imply that internal moderation procedures are not being followed nor monitored appropriately. Those processes are sound.

No action required

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

For consideration

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

- developing a common template for Learning Area Leaders to use when monitoring the completion of internal moderation procedures
- refining the Quality Assurance Register to address the time lapse between the actual completion of a process and its recording in the register.

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)

Hobsonville Point Secondary School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress towards achieving their qualification goals
- evaluating the effectiveness of assessment programmes to ensure they allow students to meet their goals and inform changes to standards offered
- supporting teachers' Spirals of Inquiry which focus on the school's strategic goals and the teachers' own goals.

Hobsonville Point Secondary School reports accurate achievement data by:

- ensuring that datafiles are submitted to NZQA in a timely manner
- using the Key Indicators and data file submission reports to identify and resolve data errors
- ensuring low levels of late external entries and internal entries with no results
- supporting students to use their NZQA Learner login and the student portal into the school's student management system to track their NCEA progress and identify errors.

Emergency grades must be reported to NZQA The school should introduce a procedure to ensure that (if available) emergency grades are recorded in the student management system and subsequently reported to NZQA in a timely manner.

The submission of emergency grades to NZQA is a requirement and must come from pre-existing, standard specific and quality assured assessments. Their submission prior to the start of the external examinations means that the grades are immediately available if NZQA activates the emergency grade process. This ensures that students will receive a result if an unexpected event was to occur that disrupted their examinations.

Course names should be reviewed The naming conventions for courses should be reviewed to ensure that these reflect students' achievement with greater clarity when reported on their Records of Achievement.

If a student is awarded a course endorsement, the name of the school course is included on the student's Record of Achievement. The school had previously set up course names to ensure that what was reported on the Record of Achievement reflected what subjects were covered in the course. This was effective and provided clarity for employers and tertiary institutions. However, course names submitted in 2019 do not reflect this past practice.

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:

- review the effectiveness of the current process to record and submit Emergency Grades.

For consideration

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

- reviewing the naming conventions of courses to ensure that they are fit for purpose when reported on a Record of Achievement.

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))

Hobsonville Point Secondary School has effective processes and procedures for:

- ensuring all course assessment outlines and other materials use the same template to provide consistent information for students
- communicating assessment policy and procedure
- supporting teachers new to the school
- reviewing communications to ensure they are fit for purpose and current.

Hobsonville Point Secondary School assists common understanding of assessment practice by:

- holding NCEA workshops for parents and NCEA assemblies for students
- publishing a staff handbook and a student handbook containing assessment procedures
- using teacher gatherings (for example kitchen table discussions) to clarify changes of procedures and expectations, and to facilitate discussion on good assessment practice
- providing teachers with an NCEA Assessment Practice Checklist which contains a brief summary of all assessment requirements
- encouraging teachers to participate in subject associations and online Best Practice Workshops offered by NZQA.

Open and transparent communication is evident A feature of this review was the evidence of open and transparent communication between all members of the school community.

Extensive use is made of digital communication tools. Digital publications are reviewed to ensure currency. However, formal, and particularly, more informal personal opportunities for communication, engagement and reflection are available. Teachers meet regularly at kitchen table meetings to share information and to reflect on assessment and other practice. Coaches engage regularly with students in their Hubs on a range of assessment issues and provide support as needed.

The school has developed an NCEA Assessment Practice Checklist that communicates the key elements required for assessment processes. This is a brief but effective tool to focus the attention of teachers on what constitutes credible assessment.

Students feel well supported by teachers. They feel empowered by their autonomy and the agency that the school approach provides but are confident about who to consult if they have any questions or concerns, assured that they will receive the support they need.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.