

Managing National Assessment Report

Hobsonville Point Secondary School

June 2024

FINDINGS OF THIS REVIEW

Hobsonville Point Secondary School

5 June 2024

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

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.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA the school agreed to reschedule this review from 2023

Actions and considerations

Agreed actions

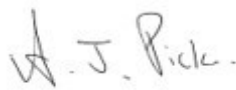
The school agreed that the following will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Ensure material is available for external moderation	2024 and ongoing

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- strengthening external moderation response processes such as
 - requiring a response to external moderation for all external moderation reports received
 - ensuring explicit review of internal moderation processes when reflecting on external moderation feedback
 - utilising assessor supports such as Pūtake.



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17 July 2024

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External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 20 June 2019 Managing National Assessment Report There were three action items from the previous Managing National Assessment report. Supports remain in place for the Exam Centre Manager to ensure the smooth running of external examinations. These include email and phone contact with the Principal's Nominee and contingency plans including a member of the Senior Leadership Team and the Assistant Principal's Nominee being available as necessary.

Results from practice exams that have been through the school's quality assurance process are submitted to NZQA for use if required for a derived grade.

The final action item related to the processes for monitoring and recording the effective completion of action plans developed in response to external moderation reports. There is a process in place, however with the changes in leadership structure it is timely to look at ways to strengthen this further. It is discussed in the next section of this report.

External moderation response to outcomes and processes Changes in the leadership structure will see more intensive support for Learning Area Leads and enable more timely consideration of external moderation feedback. This is in addition to the current system. The Principal's Nominee meets annually with each Learning Area Lead to review their *Assessment Policies and Processes* report which is based on the NZQA Managing National Assessment areas of focus. Part of this discussion looks at any response to external moderation feedback. Where there is an identified pattern of inconsistency, a *Moderation Action Plan* is co-constructed noting the identified concerns to address, and areas where additional support may be needed. This is monitored by the Principal's Nominee. The fortnightly meetings between Senior Leadership and their respective Learning Area Lead will offer a regular and focused forum. Monitoring of action plans will therefore be timelier and enable greater review of the effectiveness of strategies throughout the year.

Ensure material is available for external moderation The school should ensure teachers have access to and check the external moderation plan early in the school year, so they are prepared to submit the standards selected for moderation. Over the last few years there have been examples of standards requested for external moderation where no work has been received by NZQA. As material for external moderation must now come from the current year, teachers should plan for their external moderation to be part of their business-as-usual assessment and review planning. If teaching programmes change or an error is found such as missing an external provider code, then amendments should be requested in time for these to be actioned.

As part of the school's review of the external moderation process, particularly in light of materials not being received for external moderation, the Principal's Nominee introduced a process in 2023 that has now been mandated. All assessment material is centrally stored, improving the ease of monitoring, and ensuring availability for external moderation if a teacher leaves. This is good practice. Assessment material is

stored in the same place giving all teachers, including new staff, ready access to benchmark and exemplar samples of work for future reference.

Follow up meeting for external moderation The school is keen to review and strengthen its external moderation processes to improve teacher practice and assessment outcomes. This is timely with the school's new leadership structure, the introduction of fortnightly Senior Leadership Team / Learning Area Lead meetings and the changes to external moderation submission. Strategies for improvement were discussed with Senior Leadership during this review.

A suggestion was to complete a response to external moderation within a fortnight of receipt of any external moderation feedback. This would occur throughout the year and be discussed in the Senior Leadership Team / Learning Area Lead meetings as reports are received. Timely discussion will ensure teachers are able to appeal or query moderator comments and reflect on the feedback close to the completion of the assessment process.

An effective response process for external moderation involves reviewing the report for every standard irrespective of the moderation outcome. As external moderation reflects the robustness of a school's internal moderation, sharing feedback with all verifiers involved in the internal moderation process, including teachers from other schools, will support collective understanding. Where the outcome is consistent this can reinforce the current practices. Where there are inconsistencies noted, part of the response should be a review of the internal moderation process previously undertaken. This can include ensuring the verifier used is a subject expert with recent standard specific experience and checking that sufficient pieces of work are purposefully selected for verification discussion.

Assessor supports available Pūtake, NZQA's Learning Management System, could be used more by teachers to assist their understanding of identified external moderation issues, and to reinforce ongoing assessor understanding. This is accessible through each teacher's Education Sector Login. The Assessor Practice Tool for internal assessments enables teachers to extend their assessor capability with specific standards. In this tool, assessors practise making grade judgements and then receive feedback on how closely their grade matches that of the NZQA moderator. In addition, Pūtake offers modules and short courses on topics such as an introduction to standards-based assessment for teachers new to NCEA, managing authenticity and different ways of approaching assessment.

Teachers can ask specific questions of NZQA moderators about how to interpret a standard prior to assessment by using the *Request for clarification of internally assessed standard(s)* form available on the Subject Resources pages of the NZQA website. Use of exemplars and clarification documents will also support assessor judgments.

Internal review

Evidence of 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)

The school has a new Senior Leadership Team which has strengthened their capacity for and focus on review. The Principal started in Term 3, 2023 and leads a team with an expanded structure of three Deputy Principals and two Assistant Principals. There is a move to a collaborative leadership model with greater support for, and recognition of, the role of the Principal's Nominee. The Principal's Nominee now regularly meets with the Senior Leadership Team and is also included in the Learning Area Leads fortnightly meetings ensuring an improved understanding schoolwide of assessment practice and expectations. Fortnightly meetings between each Learning Area Lead and an allocated member of the Senior Leadership Team have been introduced. These meetings will be to a set agenda and will cover areas related to the direction of the school, giving time for the Principal's Nominee to be more hands-on with the day-to-day operations and systems needed with the role. An Assistant Principal's Nominee has been appointed to help support current systems and succession planning.

Hobsonville Point Secondary School continues to promote and practise a flexible and future-focused approach to its curriculum programme guided by a set of school-wide principles. The new leadership team is revisiting the role assessment plays in the teaching and learning environment of the school considering the post-COVID education environment, the changing nature of technology and the identified significant future roll growth. There is a school-wide focus on teaching pedagogy with the launch of Pedagogy Projects such as literacy and numeracy, academic excellence and learning support. The Universal Design for Learning approach remains a fundamental framework for the school.

There has been significant work in reviewing and updating internal processes such as standardising assessment templates, authenticity expectations, and internal moderation. The Principal's Nominee sees the importance of embedding procedures, expectations and good practices so new staff will be able to walk into embedded practices and understanding. As part of the introduction of any new processes, teacher, student and leadership input and perspective is sought and considered.

Review of corequisites The importance placed on review and how it informs next steps for the school can be seen by decisions relating to the literacy and numeracy co-requisite requirement for NCEA. In 2023 all Year 11 students undertook the literacy dedicated co-requisite assessment. The school conducted an in-depth review involving receiving feedback from every student that attempted the assessment. The survey covered the students' perception of their assessment experience and preparedness. There were also discussion groups including teachers involved in the co-requisite assessments, the intervention team and supervisors. As a result, the school has made the decision to focus on students gaining literacy and numeracy through Achievement Standards while this is an available option.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Consistent assessment practices Consistent assessment practice is supported by the use of the *HPSS NCEA Assessment Material template* which must be completed prior to every assessment undertaken. It is a standardised format given to students and contains embedded links to information such as the processes for extension and appeal of grades. The Principal's Nominee endeavours to communicate important information in at least three ways. Assessment information accessible through the assessment templates is also supported through email, assembly presentations and notices, as well as videos and handbooks which are available through the dedicated NCEA pages on "HobsOnline". Information is regularly reviewed and updated. This multi-pronged approach helps ensure a uniform approach throughout the school irrespective of level, type of assessment or subject area and assists in ensuring consistent assessment understanding and practice.

Explicit understanding and monitoring of authenticity The extensive unpacking of the use of artificial intelligence and authenticity led by the Principal's Nominee, has led to improved understanding and strengthened procedures. Resources available online give examples of what not to do along with appropriate ways to utilise artificial intelligence. This communication has been supported by new criteria required in every assessment undertaken. Requirements include an authenticity form submitted by each student, the submission of the original document for marking which includes version history, ensuring all references and citations are included as appropriate and the mandate that every assessment includes checkpoints and milestones. Checkpoints show the development and improvement of evidence over time and are seen as a way of "proving progress". The students interviewed during the review had a clear understanding of these requirements as well as the rationale behind the expectations.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

New processes for internal moderation recording and monitoring The school has further developed its HPSS Assessment Quality Assurance Register which has standardised internal moderation processes and improved monitoring. It provides assurance to Senior Leadership that quality assurance has been undertaken for every assessment where results are reported to NZQA. The process is valued, and the teachers spoken to in the review follow good practice. Prior to every assessment teachers complete a *Quality Assurance* form which automatically generates the internal moderation cover sheet within the shared drive. This gives visibility of the internal moderation process to all staff including senior leaders and Learning Area Leads enabling monitoring and reconciliation. As with any refinement of process, the school is committed to reviewing this to ensure it is embedded and understood by all teachers.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

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

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Hobsonville Point Secondary School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

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

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

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

- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

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

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Hobsonville Point Secondary School reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results

- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

Effective communication to inform staff, and students and their families about assessment

Hobsonville Point Secondary School has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

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

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

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.

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 effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- 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's consideration 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 five 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
- *2024 HPSS NQF Assessment Policies and Procedures* (Staff Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – QMS and Assessment Leader
- Learning Area Leaders for:
 - English
 - Languages
 - Mathematics
 - Science
 - Technology
 - Visual Arts
- three students.

There was a report-back session with the Principal, three Deputy Principals, two Assistant Principals 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.