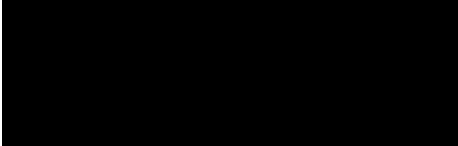




NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

10 February 2022



Tēnā koe Ms [REDACTED]

Official Information Act Request

Thank you for your request of 12 January 2022, under the Official Information Act 1982, for the following information:

are you able to provide me with all historic Managing National Assessment reviews for Mt Hobson Middle School and Mt Hobson Academy please. The most recent one, August 2021, is on your website but I'm after previous reports

I attach the following information covered by your request:

- Mt Hobson MNA 2019 Report FINAL [MNA visit Mt Hobson MNA 2019]
- 0487 MNA Report 2021

Response:

Please note Mt Hobson Middle School and Mt Hobson Academy are the same organisation (Mt Hobson). As per your request, please find attached the Managing National Assessment (MNA) reports dated September 2019 and August 2021. There are only two MNA reports as Mt Hobson was granted consent to assess in late 2016, and MNAs are conducted every third year. Should you require any additional information, please contact the NZQA Communications team at media@nzqa.govt.nz.

As part of the commitment to open and transparent government, NZQA is proactively releasing responses to Official Information Act requests which are of public interest. NZQA intends to publish its response to this request on its website as part of its next quarterly release of documents. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact ministerials@nzqa.govt.nz.

If you are dissatisfied with our response, you have the right, under section 28(3) of the Official Information Act 1982, to lodge a complaint with the Office of the Ombudsman at

www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive

Released under the Official Information Act 1982

Managing National Assessment Report

Mount Hobson Middle School

September 2019

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What this report is about

This report summarises NZQA's review of how effectively Mt Hobson Middle 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
- *New Zealand Qualifications Framework Taumata Matauranga ā-Motu Ka Taea Assessment Procedures Information for students and teachers NCEA Levels One Two Three 2018.2 version*
- *Mt Hobson NCEA Academy 2019 Assessment Handbook for Students, Whānau and Staff and Mt Hobson VNA*
- sample course outlines and weekly newsletters.

The School Relationship Manager met with:

- the Principal's Nominee
- teachers of:
 - English
 - Mathematics
- three students.

There was a report-back session with the Director-Academic Institute 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.

SUMMARY

Mt Hobson Middle School

19 September 2019

Significant issue found

This review found a significant issue that the school must address to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

The next Managing National Assessment review will be conducted within two years with NZQA returning within six months to check that the issue has been addressed and that quality management of assessment for qualifications has improved.

The issue is a lack of:

- evidence that internal moderation consistently takes place and formalised system to monitor that assessment is internally moderated before results are submitted to NZQA.

Actions required to address significant issues

In order to address this issue, the school must:

- internally moderate to ensure assessment results are credible (CAAS *Guidelines 2.6iii*)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA. (*Assessment Rules for schools with Consent to Assess 2019, 6.4(b)*).

What the school is doing well

The NCEA Academy was opened by the Villa Education Trust in 2016 to offer an individualised pathway to NCEA qualifications for Years 11 to 13 students. The school aims to support each student to learn and mature their thinking for university or life beyond school. The students value the flexibility that the school timetable design provides to meet their academic and extra-curricular needs.

Meeting the diverse academic needs of their students is a challenge given the school's small senior student roll. The school has limited their own courses of assessment to those where they have internal subject expertise. However, they draw on a range of suitable external providers and opportunities to provide students with courses that they are not able to resource. The Principal's Nominee regularly tracks the progress of students towards their qualifications' goals, providing each student with ongoing mentoring and support where it is required.

Assessment processes ensure that students can provide valid, direct, authentic and sufficient evidence for assessment. Most of their senior roll have learning, medical or physical needs. An effective identification process allows the school to successfully apply to NZQA for special assessment conditions on behalf of the students.

The appointment of a Data Assistant has assisted with the management of entry and result data reported to NZQA. The school plans other actions to build their internal capacity, including providing dedicated teacher support for those students studying courses by remote access.

Their size means that they are able to have direct and personalised communication with students, teachers, and families about achievement and assessment practices. The Principal's Nominee is pivotal in assessment of students for NCEA, taking full responsibility of all aspects of its management.

Areas for improvement

While the school's size allows the Principal's Nominee to take a very personalised approach with every student and teacher, developing systems-based practices will build the school's capacity and future proof it against changes of personnel and/or roll growth. Systems that should be developed include having teachers document their planned actions in response to external moderation feedback with a check by senior management to ensure they are resolved effectively. Ensuring that evidence of internal moderation is stored and includes a record of grade verifier feedback will provide the school with evidence of this process.

Developing a process to analyse and evaluate student achievement in all courses will allow the school to identify areas of strength and opportunities to improve student achievement.

Finally ensuring that there is a process to manage teacher induction and exit will help the school to maintain their capacity to deliver credible assessment.

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Agreed action

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

- document external moderation follow-up so that there is a record of actions taken
- ensure that grade verification feedback is recorded as evidence of the process
- develop a process for teachers to report on their efficacy of assessment programmes annually
- develop a system to support teacher induction and those exiting the school.

Kay Wilson
Manager
School Quality Assurance and Liaison

Coralie Baines
School Relationship Manager
School Quality Assurance and Liaison

8 November 2019

NZQA

0800 697 296

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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 previous Managing National Assessment Report As this is the first Managing National Assessment review on Mt Hobson Middle School, there is no previous report.

Response to external moderation outcomes The Principal's Nominee follows up on each moderation report to ensure that any needed actions or refinements occur, including emailing a report on moderation outcomes to the Director-Academic Institute.

The next step for the school is to systematise this follow-up so that there is a record of teacher response and the successful resolution of issues where a need is identified. A possible strategy for the school to consider is teachers including this in an annual report to senior managers. Moderators have agreed with teacher judgements in all seven standards externally moderated over the last two years.

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)

Since gaining Consent to Assess in 2016, Mt Hobson Middle School has prioritised ensuring every student has access to appropriate assessment opportunities for qualifications. This student-centred approach has been a core focus of their self-review.

The school recognises that while they have permission to offer assessment in a broad range of standards to their students, they need to have suitably trained and qualified staff to deliver assessments to them. For this reason, they initially limited their consent to a very narrow range of standards in English and Mathematics. This range was then extended to cater for changes in students' qualifications goals and plans beyond school. In 2018, their consent was further extended giving them the potential to assess full Base Scope, although the school does not draw on this range of standards.

From their inception, the school used external providers to extend their capacity to deliver assessment beyond what they could manage themselves. With regular monitoring of student progress and achievement, the Principal's Nominee identified that students were not having the opportunities the school expected with their principal provider. An unsuccessful attempt to resolve this meant that for 2019 the school has moved provider to use a virtual learning network for these assessments. The school noted that this year student achievement has improved under this provider and identified their next step as providing more teacher assistance to students.

Both these examples illustrate the school's capacity to respond to issues and make improvements, using student feedback and data to measure these. Their next step is to consider how they can develop shared understanding and ownership of review processes to inform school leaders about the quality and effectiveness of assessment practices. Once developed and embedded they will help the school have sustainable self-review that is not dependent on any one individual.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- developing capacity for managing national assessment within the school
- sharing ownership of internal review
- developing sustainable review processes.

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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)

Mt Hobson Middle School has effective processes and procedures for meeting the assessment needs of their students by:

- applying for special assessment conditions with almost half of the applications supported by school-based evidence
- providing assessment contexts that fit student interests
- differentiating assessment within courses
- assessing when ready.

Mt Hobson Middle School has effective processes and procedures for:

- managing missed and late assessment
- checking that student work is authentic
- investigating appeals
- ensuring evidence for derived grades is credible
- meeting the requirements of the *Privacy Act 1993*.

Student pathways are flexible and personalised The school uses its small senior roll to advantage by using a fully personalised and flexible approach to providing courses tailored to each student's strengths and needs. Examples of this include the school using external providers to offer courses that they cannot resource, timetabling classes in the afternoon to allow students to pursue extra-curricular interests in the morning or catch up on study, and adding or removing standards from a student's course to match their strengths. Students value this approach, and the role the Principal's Nominee takes in finding and monitoring that their courses suit their qualifications pathway, including his regular checks on their achievement progress and wellbeing.

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 2019 6.4b)

Mt Hobson Middle School has effective processes and procedures for managing internal moderation by:

- expecting that all assessment materials are critiqued prior to use
- using external subject specialists to verify grades awarded for some standards
- requiring teachers to centrally store a copy of all marked work, the assessment materials, and evidence of verification.

Mt Hobson Middle School has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements where the class size requires this
- ensuring samples of student work are provided by being adequately stored.

Improvement to internal moderation process needed to confirm credible assessment The school must only report internally assessed results once internal moderation is complete. They need to strengthen their current internal moderation process to ensure that before they submit results to NZQA there is evidence of the completion of this process for every standard assessed. On the day of this review evidence of internal moderation for several standards was not available. While the Principal's Nominee was confident that all standards had been moderated, requiring that this be documented provides physical evidence for senior management. Expecting teachers to record verifier feedback will provide supporting evidence along with useful benchmark examples for teachers when assessing in future years.

The school must establish a robust system to monitor that internal moderation has taken place for every standard assessed. Monitoring should include tracking of all standards, so that no result is sent to NZQA unchecked. This will assure senior management that assessment is credible and that all verifiers are subject experts with recent experience of assessing the standards they are checking.

NZQA will return within six months to check that a system for documenting internal moderation and monitoring completion is in place.

Required action

The following action is required to improve the school's internal and external moderation to assure assessment quality. The school must:

- internally moderate to ensure assessment results are credible. (CAAS Guidelines 2.6iii)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA. (Assessment Rules for schools with Consent to Assess 2019, 6.4b)

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure that grade verification feedback is recorded as evidence of the process.

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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)*

Mt Hobson Middle School effectively uses assessment-related data to support achievement outcomes for students by:

- reporting annually to the Director-Academic Institute on qualifications achievement for each individual
- checking their progress regularly to ensure they are on track towards their achievement goals.

Mt Hobson Middle School reports achievement data by:

- submitting entry and result data using web entries regularly
- ensuring a current memorandum of understanding is in place with every external provider assessing students
- employing an assistant to support data management.

Evaluate the efficacy of programmes and courses Developing a process for teachers and the school to reflect and report on the efficacy of assessment programmes annually will help support school self-review by identifying areas of strength and opportunities for change. This process would support and complement the analysis and reporting that the Principal's Nominee currently does.

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:

- develop a process for teachers to report on the efficacy of assessment programmes annually.

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))

Mt Hobson Middle School has effective processes and procedures for:

- ensuring students assessment plans for courses provided by the school
- maintaining ongoing personal contact with parents.

Mt Hobson Middle School assists common understanding of assessment practice by:

- sending weekly newsletters to parents including updates on NCEA and student achievement
- the Principal's Nominee working with teachers new to NCEA to support their understanding and assessment practice
- knowing that students understand what they need to achieve in order to gain a qualification.

Maintaining continuity when staffing changes Given its size, the school is potentially vulnerable when teachers arrive or leave without clear entry and exit processes. An induction programme for new staff will ensure they have the understanding and tools to assess for NCEA, while carrying out a documented check on those staff leaving will ensure that school knows that resources and student work remain in the school. The Principal's Nominee currently manages these processes but given that he is part-time and has a variety of responsibilities, a more systematic approach would ensure consistency and build the capacity 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:

- develop a system to support teacher induction and those exiting the school.

Managing National Assessment Report

Mt Hobson Middle School

August 2021

What this report is about

This report summarises NZQA's review of how effectively Mt Hobson Middle 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 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
- *2021 NCEA Assessment Handbook for Students, Whanau and Staff at Mt Hobson VNA* (Staff Handbook)
- *Mt Hobson Villa NCEA Academy National Certificate of Education Achievement (NCEA) Student Handbook* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

Two School Relationship Managers met with:

- the Principal's Nominee
- Principal
- Teachers of:
 - English
 - Mathematics
- three students.

There was a report-back session with the Principal and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps and to agree on any action required.

SUMMARY

Mt Hobson Middle School

6 August 2021

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Mt Hobson Middle School meets the learning and assessment needs of their students by providing programmes tailored to each one individually. Each student follows their own achievement pathway, with their progress closely monitored by the Principal and e-Dean. The school's small size means that staff know each student very well and they use this knowledge effectively to provide assessment opportunities that match student needs and aspirations. A Gateway programme has been developed that secures a wide range of vocational and tertiary options to complement the curriculum-based courses provided within the school and through a virtual learning community.

The school continues to review its structures and processes to make sure they are fit for purpose and future focused. A five-year plan is in place to build staff capacity and transition school leadership when assessing for qualifications, as the school roll grows in number. As part of this plan the role of the Principal's Nominee was reviewed in 2019 with a new Principal's Nominee appointed for 2020. Her remit was to focus on embedding quality assurance processes so that the school has evidence they are delivering credible, quality assessment. She monitors that every standard assessed has undergone internal moderation and ensures all teachers have beneficial grade verification relationships with subject professionals outside the school. These actions fully resolve the significant issues found in the 2019 review.

As part of capacity building, data systems have been strengthened with the introduction of a student management system. This allows data recording and reporting to be shared, with the Principal's Nominee having oversight. Student agency is promoted with staff helping students to access their entries and results through the school and NZQA portals. The school is now well placed to develop the evaluative use of their entry, result, and qualifications data to inform curriculum and assessment review.

Areas for improvement

Developing a systems-based approach to some key processes will help to future proof the school as student and staff numbers increase. Tracking student progress is one process that would benefit from a system approach, so that everyone concerned with monitoring and supporting students on their individual assessment pathways has access to a consistent view.

Rewriting the staff handbook will allow the school to accurately detail the policies and processes specific to managing assessment and NCEA qualifications at Mt Hobson Middle School.

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

Agreed action

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

- develop a systems-based approach to student tracking and monitoring
- revise the staff handbook so that it accurately documents school policies and processes.

Kay Wilson
Manager
School Quality Assurance and Liaison

Coralie Baines and Sharron Morgan
School Relationship Manager
School Quality Assurance and Liaison

5 October 2021

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 19 September 2019 Managing National Assessment Report

This review found a lack of evidence that internal moderation consistently took place, and no formalised system to monitor that assessment was internally moderated before results are submitted to NZQA. Both are significant issues as these are required for the school to maintain its consent to assess. NZQA returned within six months to find that a system was in place that addressed the issues. This system is now embedded practice which allows the school and NZQA to be confident in the quality of results reported for qualifications.

Most agreed actions have been responded to. The school now ensures that grade verification feedback is recorded as part of their quality assurance process. Systems for supporting teacher induction and for those exiting the school have also been developed. While a process for external moderation follow-up is documented, no external moderation has taken place since 2019 that provides evidence of use. The school is yet to develop a process for teachers to report on their efficacy of assessment programmes annually, as discussed in the internal review section of this report.

Response to external moderation outcomes The school has documented a system for follow-up of external moderation to ensure that where a need is identified, there is a record of teacher response and the successful resolution of issues. However, the moratorium on schools having to participate in external moderation due to COVID-19 for 2020 means the system has not yet been tested. From 2017 on, moderators have confirmed that teacher judgements are consistent with the standard for all but two standards externally moderated.

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)

As part of their five-year plan, Mt Hobson Middle School has made some key changes aimed at developing their capacity to provide suitable qualifications pathways for students and robust, consistent quality assurance processes for assessment. These changes provide evidence of the school's capacity to effectively review and implement change that leads to improved assessment quality and achievement outcomes. A next step is to consider how to develop processes that lead to shared and sustainable review, building on the following examples.

Quality assurance and programme management strengthened A priority for the Principal has been to develop a model that capitalises on their small school context to effectively meet the school's accountabilities as a provider of the NCEA qualification within their staffing limitations. The appointment in 2020 of a new Principal's Nominee, and development of an e-Dean role and Data Management

roles, means that the leadership and management of assessment for qualifications is now shared and understood by more than one person. Quality assurance has been strengthened as has the development and monitoring of student pathways.

Assessment programmes are individualised Development of assessment programmes is underpinned by the school's ethos of being flexible and accepting of the diverse needs of its students. Following review, the process now starts with the e-Dean who formulates a learning plan with every student at the start of each year. The Principal ensures each plan is appropriately resourced. Then at the end of every term, the Principal's Nominee meets with the students to validate their progress, with adjustments then made to plans and programmes as needed. This iterative model means the school is responsive to their diverse range of student needs and aspirations. Their next step is to clarify the roles and responsibilities of the key personnel involved. That way this process will remain effective as the school roll grows with further devolution of systems and changes to their operating model and personnel.

Review of students' achievement strengthens online delivery Review of the achievement of students using online courses within their assessment programmes has resulted in some key changes. These have improved student engagement and achievement. Appointment of an e-Dean means that the school now has a role with time dedicated to supporting students when they are working independently, and for checking in with online learning providers on student assessment progress. The school has also moved to working with an online learning community meaning teachers at Mt Hobson now deliver courses across the country, which expands their exposure to a broader the range of student abilities and needs.

Strong community links developed to support assessment In response to the limitations that the school's small size places on their capacity to meet assessment programme and quality assurance needs, the Principal and Principal's Nominee have developed a model of active partnership with organisations outside the school. Examples of current partnerships include the school using:

- laboratories at a nearby school for students to complete practical work in Science
- existing professional contacts around New Zealand to develop teacher relationships with subject matter experts for assessment delivery support and quality assurance
- the Online Learning Community Partnership, Auckland University, and other tertiary organisations to expand course options for students.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- developing sustainable shared review of assessment processes and student achievement
- continuing to develop models that maintain the school's capacity to manage assessment for qualifications.

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)

Mt Hobson Middle School has effective processes and procedures for meeting the assessment needs of their students by:

- ensuring they are learning ready
- promoting daily routines
- applying for special assessment conditions
- assessing when ready
- developing a Gateway programme to provide access to a wide range of vocational and tertiary options
- ensuring they all complete courses in Mathematics and Science in Year 11 to keep future pathways open.

Mt Hobson Middle School has effective processes and procedures for:

- managing missed and late assessment
- ensuring evidence for derived grades
- supporting students to provide authentic work as evidence for assessment
- meeting the requirements of the *Privacy Act 2020*.

Systemise student tracking and monitoring The school agrees that a next step is for them to develop a systems-based approach to student tracking and monitoring. This will provide all relevant parties with visibility of student programmes and progress, as the size of the student roll and staff numbers increase. The recent introduction of a student management system could provide a useful tool for this. Leadership and management of assessment for qualifications is currently shared between the Principal, Principal's Nominee, e-Dean, and Data Manager. This partnership uses regular meetings and email to ensure that an assessment pathway for each student is developed, and progress tracked and monitored, but is not centralised.

Agreed action

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

- develop a systems-based approach to student tracking and monitoring.

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)

Mt Hobson Middle School has effective processes and procedures for managing internal moderation by:

- using a broader number of subject specialists to critique assessment and verify student work with a focus on borderline samples
- documenting that internal moderation has taken place for all standards assessed
- physically filing all evidence of the process centrally
- the Principal's Nominee checking evidence for all standards assessed being internally moderated.

Mt Hobson Middle School has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored.

Move to digital monitoring of internal moderation Developing a digitised system for recording and monitoring of internal moderation is a recommended process refinement, given all internal moderation takes place at a distance using subject experts located outside the Auckland region. A digital system would reduce the unnecessary effort of transferring emailed information and other evidence to the written record of verification, without compromising the robustness of the process. It would also give everyone visibility of the process and provide ease of access for checks made by the Principal's Nominee.

For consideration

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

- developing a digital system for recording and monitoring internal moderation.

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)

Mt Hobson Middle School effectively uses assessment-related data to support achievement outcomes for students by:

- using a student management system to report achievement data regularly.

Mt Hobson Middle School reports accurate achievement data by:

- submitting datafiles regularly
- employing dedicated support for data management
- the Principal's Nominee checking exam entries and internal results reported
- the Principal's Nominee checking that a Memorandum of Understanding is in place for all assessment delivered by a provider outside the school.

Use students and teachers in the review of achievement Providing teachers with the opportunity to reflect on and be accountable for the efficacy of their teaching and assessment opportunities helps support them to be flexible and responsive to changes in student needs. The school should consider expanding their review of achievement to a process where all teachers analyse and evaluate student attainment in their courses. This will help the school to comprehensively identify areas of strength and opportunities to improve student achievement as student numbers grow. Including student feedback in the analysis gives them further voice in informing the courses and programmes offered. Current review of achievement rests with the Principal who identifies pathways for students and reports to the Board of Trustees annually on student qualifications achievement.

For consideration

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

- developing a process for teachers to report on their efficacy of assessment programmes annually.

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))

Mt Hobson Middle School has effective processes and procedures for:

- ensuring students receive outlines for all school courses they undertake
- orientating teachers using a planned introduction for the first day and a half each year
- supporting teachers new to the school, including finding subject matter experts at other schools that they can work with.

Mt Hobson Middle School assists common understanding of assessment practice by:

- providing professional development focused on assessment and moderation at the start of each school year
- students meeting with the Principal in the second week of the year, including a focus on assessment and moderation
- regular contact with parents by email and phone on assessment and achievement progress
- helping students understand what they need to achieve to gain a qualification.

Review of staff handbook agreed The school should rewrite their staff handbook so that it accurately details the policies and processes for managing assessment and NCEA qualifications at Mt Hobson Middle School. The recent review of the information provided to students could form a useful model for the rewrite. The present staff handbook describes systems and policies that relate to structures and practices not found at the school, including NZQA expectations that are no longer current.

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:

- revise the staff handbook so that it accurately documents school policies and processes.