

26 October 2018

Grant McMillan
Principal
James Cook High School
PO Box 75 647
Manurewa
Manukau City 2243

Dear Grant

Managing National Assessment Report

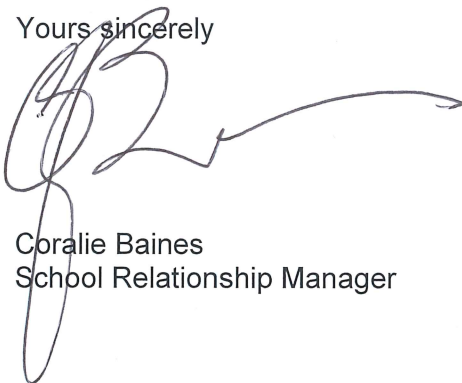
Enclosed is a copy of the report summarising the findings of the 2018 Managing National Assessment review for James Cook High School.

Now that the report is final, it will become available to the public via the *Find a School and its MNA report* link on NZQA's website.

The review found no significant issues. In combination with the most recent Education Review Office report, it confirms the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* and its Guidelines.

Based on the findings in this report it is anticipated the next Managing Assessment review will be conducted within twitwin two years with a visit within one year to check on the progress of three aspects detailed in the report, as outlined in the letter to your Board of Trustees Chairperson.

Yours sincerely



Coralie Baines
School Relationship Manager



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Managing National Assessment Report

James Cook High School

August 2018

What this report is about

This report summarises NZQA's review of how effectively James Cook High 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 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, in combination with the most recent Education Review Office report 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 each 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
- Board of Trustees policies on: *Community Partnership/Reporting, Reporting to the Board, Curriculum, Treaty of Waitangi*
- *James Cook High School 2018 Assessment Rules & Procedures (Staff Edition 2018)* (Staff Handbook)
- *Quick reference guides* for staff on:
 - *Minimum and Maximum credits in a course*
 - *awarding Not Achieved*
 - *Breaches of Rules of Internal Assessment*
 - *Student appeals on Internal Assessment grades*
 - *Assessing standards: KAMAR & Moderation*
 - *appealing a Moderation report*
 - *Literacy & Numeracy requirements*
 - *Adequate Assessment Opportunities*
- *School procedures* for staff on:
 - *Student work/exemplars*
 - *Internal and External moderation*
 - *Assessment and reporting*
 - *NZQA: NCEA Matters & KAMAR Markbooks*
 - *Moderation*
 - *Shared understandings* for staff on:
 - *Managing NCEA workload professionally*
 - *Internal moderation process clarification*
 - *Markbooks*
 - *Assessment Opportunities in School*
 - *Adequate Assessment Opportunity*
 - *Derived Grades and Emergency grades*
 - *Examination rules*
- *National Certificate of Educational Achievement Student & Whanau Handbook James Cook High School 2018* (Student Handbook)
- *Assessment, Moderation and Reporting Audit 2018*, (policy, template and feedback)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee and Deputy Principal: Assessment, Data and NCEA. The next day the School Relationship Manager, along with NZQA's Manager of School Quality Assurance and Liaison, met with six students and the:

- Head of Learning Areas for English, Mathematics, and Social Science
- Assistant to the Head of Learning Areas of English, and Science
- Heads of Department for English Language, Music, and Visual Arts.

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

Background

The 2016 Managing National Assessment review identified four significant issues that required school action to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

NZQA returned in 2017 and found two of these issues had been addressed. It was agreed that further action was needed to fully resolve the other two issues to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* by

- following up external review recommendations and findings (CAAS Guidelines 3v)
- systematically recording student achievement by consistently including 'Not Achieved' grades. (CAAS Guidelines 2.7i).

The school requested that NZQA return within one year to check that these two issues were resolved and evaluate the school's progress in:

- developing systems for tracking student achievement progress
- providing adequate assessment opportunities
- addressing the four additional actions agreed with the school to improve the quality of assessment systems.

In 2017, the Education Review Office also reviewed James Cook High School. They concluded that a comprehensive strategic plan must be developed and implemented to resolve issues for learners at the school. The Education Review Office noted their intent to monitor and closely evaluate the plan, its implementation and quality of the supports and interventions, until they were satisfied that the school was on an improvement path. A range of interventions are now in process with the support of external agencies including the Ministry of Education.

SUMMARY

James Cook High School

20 and 21 August 2018

Progress on significant issues

James Cook High School has addressed the two significant issues from the 2017 report. Reporting of 'Not Achieved' results is now consistent across all learning areas and meets NZQA requirements. The resolution of this issue provides evidence of the school's growing capacity to effectively respond to external review findings.

Progress on agreed actions

Two of the four actions agreed on in 2017 to improve the quality of assessment systems have been implemented. The school has established the responsibilities of the Principal's Nominee role and ensured it is adequately resourced to support good leadership of assessment practice. They have also developed processes to manage and track student achievement data.

Ensuring students are provided with adequate and appropriate assessment opportunities is still a work in progress. Evidence for the effectiveness of any changes made will come from the rates of student achievement of qualifications in 2018 and 2019.

The school has not yet developed a process for investigating patterns of internal/external variance in achievement across learning areas. NZQA accepts the school's undertaking that they will address this after implementation of those changes underway that relate to improving student opportunities and outcomes.

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 remain and the school's review mechanisms allow them to identify and respond to issues. Given the interventions in place and progress made, the school and NZQA agree that the next Managing National Assessment review will be conducted within two years. NZQA has agreed to visit in one year to check on the school's progress in:

- embedding tracking processes in learning areas,
- improving opportunities for Year 11 students to achieve Level 1 Literacy
- ensuring students receive adequate and effective assessment opportunities across all subjects and English in particular.

What the school is doing well

James Cook High School now has in place key policies and procedures that support student achievement and help ensure quality assessment practice. They describe that their next step is to embed these across all learning areas to improve both student assessment opportunities and achievement.

A system for tracking the progress of all Years 11, 12 and 13 students towards achieving NCEA Levels 1, 2, and 3, and University Entrance has been developed. Regular sharing of this with teachers and the Board of Trustees means the school is better placed to identify students at risk of not completing qualifications and areas of concern to ensure resources are provided to address these.

Internal and external moderation processes are embedded practice and effectively monitored, including an annual check on all learning areas by the Principal's Nominee. These quality assurance processes provide evidence that grades reported to NZQA are credible. Again, the next step for the school is for teachers develop a shared understanding that this adds value to their professional practice rather than viewing it as a compliance activity.

Building teacher understanding and confidence in their practices has been important in ensuring consistent credibility of assessment and improved student opportunities. The Principal's Nominee's has supported this by reviewing documentation and developing shared understandings between teachers. They value the culture he has created, where open discussion of assessment processes can be questioned and thinking clarified.

The school's capacity to respond to external review findings continues to improve. Key to this has been the development of a more connected and collaborative model of assessment leadership. Expectations are now clearly documented for senior leaders, the Principal's Nominee, middle leaders and teachers. The Principal's Nominee and Deputy Principal: Assessment, Data and NCEA have built an effective partnership, with the Principal's Nominee focused on practices and quality assurance and the Deputy Principal on building student academic capacity, including systems for supporting and monitoring their progress and achievement.

Areas for improvement

Given the extent of review underway, the school is mindful of the risks associated with losing focus on those improvements that are the most critical. Developing a vision of the purpose of assessment for qualifications at James Cook High School will help them clarify their self-review and improvement paths. It will help shift teacher focus from compliance to sharing ownership of what providing quality assessment opportunities to meet student needs means. The school recognises that their review of curriculum initiated this term provides the opportunity to develop this vision.

Integrating the use of the tracking data will help with to reflect and inform change to courses and student assessment opportunities. Senior managers know that all teachers need to take ownership of the tracking data for them to change what they do and how they do it. Developing a process for review of achievement by standard that is timely and assures accountability will support this.

Ensuring processes for checking data are carried out consistently will mean that entry data more accurately reflects the assessment opportunities students receive so that tracking of student progress towards qualifications can be relied on. In 2017, 16 percent of entries made had no result reported against them with half of these being in one learning area.

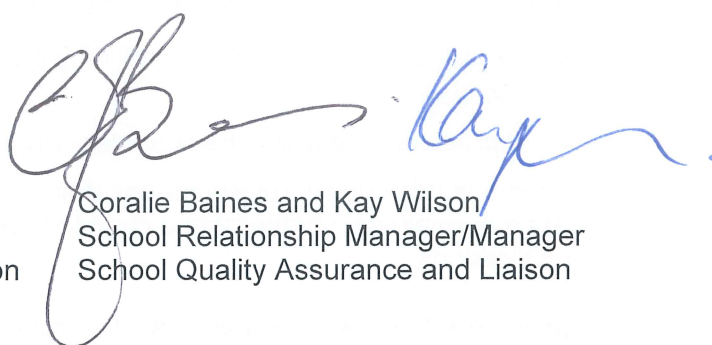
Agreed action

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

- linking the vision developed to meeting student qualifications needs
- ensuring all entries have a result reported against them
- developing processes for review of achievement data that is timely and assures accountability.



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Acting Manager
School Quality Assurance and Liaison



Coralie Baines and Kay Wilson
School Relationship Manager/Manager
School Quality Assurance and Liaison

26 October 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 2vi, 3iv-3v)

Action Items from 18 August 2017 Managing National Assessment Report

James Cook High School has resolved the significant issue arising from their inconsistent reporting of Not Achieved grades. In 2017, they reported 24 percent of results as Not Achieved which is now comparable with all Decile 1 schools.

To address the other significant issues from 2017 the school has put in place

- clearer expectations about providing students with adequate assessment opportunities
- a process to regularly track student progress and achievement.

The timing of this current review means that in January 2019 the school will have evidence to evaluate whether these changes have improved students' achievement of qualifications.

Progress made on agreed actions The school has reviewed the responsibilities of the Principal's Nominee role and ensured it is adequately resourced. Processes for the management and tracking of student achievement data are now in place.

Expectations for assessment opportunities have been clarified by restricting the maximum number of credits learning areas can offer in a course. A specialist has been appointed to work on developing literacy at Year 9 and 10 which, in time, will support achievement of the NCEA Level 1 Literacy requirement. In the interim the Mathematics learning area has identified that they can assist by assessing earlier in the year two standards that count towards the Level 1 literacy requirement.

Investigating patterns of variance Given the number of initiatives the school is managing they have not yet responded to the agreed action to set up a system to identify and respond to patterns of variance in achievement. However, the response of the Mathematics Learning Area to an issue this year could provide a useful model to be followed across the school. Robust response to issues identified from analysis of achievement data is fundamental to effective review.

The Learning Area Leader for Mathematics identified a significant variance in results for internally assessed standards compared with those assessed externally in his analysis of Level 1 results in 2017. He reported this to the Board of Trustees with an appropriate action plan in place, prior to contact by NZQA. This shows that school processes provide for effective review of achievement data to identify patterns of concern. It remains for senior leaders to ensure that identification and response is systematic and consistent.

Review of achievement in a Learning Area recommended Individualising student assessment programmes involves managing entries to reflect the student's interests and aspirations, including withdrawing entries when an assessment opportunity is not provided. Assessment in Level 1 and 2 English is not meeting this expectation. This also means that support for students to achieve the Level 1 literacy requirement from this area remains ambiguous. A review of the English Learning Area is recommended.

In Level 1 English courses, results and student achievement outcomes are not consistent with the high number of total credits students were entered for last year. The Learning Area Leader noted that these courses provided a high number of opportunities to allow teachers to differentiate and individualise student assessment. However, there is little evidence of differentiation apparent in entry or results data. Nor is there any evidence that this approach to individualising assessment in English improved student achievement.

In 2017, assessment of all standards in English resulted in 66 percent of the 4064 entries being reported as Not Achieved, or with no result. Only a third of Year 11 students achieved 14 or more credits from their English course. As assessment programmes at Year 11 consist of five courses, the lower level of achievement in English meant students had to achieve higher numbers of credits from the other four learning areas if they were to be successful, potentially undermining the school's initiative to assess less and better by limiting the number of credits courses can offer.

Next steps While the school progressed all four actions from 2017, it was agreed that further work is needed to ensure that school systems provide:

- students with adequate opportunities that support achievement of qualifications
- for consistent identification and response to patterns of variance in achievement in learning areas.

Response to external moderation outcomes developing rigour The Principal's Nominee has embedded a process for responding to external moderation outcomes. He tracks both submission of standards and report outcomes and follows up on Not Consistent and Not Yet Consistent outcomes with each Learning Area. They then detail the actions they need to take to improve assessment quality.

The Principal's Nominee checks that these actions have been taken as part of his annual monitoring of Learning Areas. He plans to improve on this with a check on internal moderation processes for those standards where there have been inconsistent external moderation outcomes. Adding this extra step will allow senior leaders to be confident that the school's quality assurance processes are comprehensive and robust.

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)

Senior leadership wants to move their internal review focus from developing procedures to supporting student achievement. The school identifies building academic conversations between students and teachers as now the priority. While NZQA findings provided the initial impetus for the school's review of policies and practices for credible assessment and sufficient opportunities, the more consistent

understanding of teachers and students shows that school review processes can effect change and to improve student achievement.

Need for considered focus on achievement recognised In 2017 ERO noted that the low levels of student achievement require rapid response and a more relentless focus on raising achievement. Given the number of interventions underway in the school to address this, senior leaders noted the need to focus their review energies on those aspects that are the most useful and successful, rather than spread themselves thinly and risk a lack of progress.

Developing a vision of purpose Developing a vision of why James Cook High School assesses students for qualifications will help them to clarify, define and refine their improvement pathway. It should also help with the school's wish to shift teachers from focussing on compliance with process to understanding and sharing ownership of what providing quality assessment opportunities means for students. The school's review of curriculum, initiated this term as part of the plan to provide students with a more relevant curriculum, provides an opportunity to develop this vision.

Student achievement improvement plan informed by data Central to the school's improvement plan has been the development of a consistent process for tracking student progress towards achieving qualifications. With a process in place for 2018, student achievement data including literacy and numeracy requirements, is monitored fortnightly. It shows that the overall number of credits achieved by students to date for all three NCEA cohorts is slightly ahead of the number at the same time last year. This provides evidence that the initiatives are leading to improvement.

As part of tracking, the school has developed predictors of student achievement using data collected using the e-asTTle online learning and assessment tool. This allows the school to systematically monitor student potential against actual achievement to identify and intervene with those who are not making the progress expected.

Building the confidence of both Heads of Learning Areas and classroom teachers in regular review of the tracking data will help them better evaluate whether the assessment programmes and opportunities they are offering are meeting student need. It will also allow them to better tailor these for both individuals and cohorts during the year.

To help improve student achievement of qualifications, the school set a goal of students achieving 20 credits per term across all their assessment programmes. However, the tracking system shows that in learning areas where assessment is portfolio based, evidence and credits are taking longer to accumulate. This reinforces the importance of careful monitoring by teachers of all the courses a student takes throughout the year.

Building academic conversations will promote achievement Senior managers want to build and strengthen academic conversations with students by introducing a mentoring process, informed by the tracking data. To affect this the school plans to:

- review current pastoral and academic structures to identify the best model for delivering a new mentoring programme
- train teachers to ensure they are confident in their knowledge of NCEA and the qualifications framework

- promote student ownership of achievement by developing a resource that includes an achievement tracker, information booklet, KAMAR summaries, and portfolio for developing their curriculum vitae.

Capacity for self-review of assessment and achievement growing The schools' approaches to review provide evidence of their growing capacity to identify areas for and to effect improvement. Two other examples that illustrate this are:

- the Principal's Nominee's focus with teachers on using NZQA's terminology for resubmission, further assessment and 'catch up' opportunities appropriately, following his audit of learning areas finding that the language used was inconsistent
- limiting the number of credits students are entered for in a course to between 16 and 24, having identified that this range promotes attainment and achievement quality.

The Principal's Nominee plans to continue to focus review on ensuring credible assessment by embedding practice and building confidence, in tandem with the broader school-wide review focus on improving achievement.

For consideration

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

- developing a vision of the purpose of assessment
- use examples of good practice to develop assessment processes such as managing patterns of variance
- conducting a review of achievement in the English Learning area.

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)

James Cook High School has effective processes and procedures for meeting the assessment needs of their students by:

- using school-based evidence to apply for special assessment conditions, removing for families the financial barrier of providing an independent professional's report for students with specific learning difficulties
- some learning areas providing differentiated assessment within courses
- encouraging teachers to assess when ready
- withdrawing entries appropriately by most Learning Areas with the Principal's Nominee approval, to manage student workload while ensuring sufficient opportunities remain to realise their qualifications pathway
- using supported learning standards appropriately.

James Cook High School has effective processes and procedures for:

- managing missed and late assessment
- responding to appeals of assessment decisions
- investigating breaches of the assessment rules
- applying for derived grades for students where necessary, using a self-audit process to ensure that reported grades are credible and valid
- meeting the requirements of the *Privacy Act 1993*.

Assessment practices that support achievement encouraged The school is encouraging assessment practices that focus on meeting student need and supporting achievement. Several learning areas provided examples of good practice that should be shared with other middle managers. For example, the Science Learning Area is using culturally appropriate contexts for assessment that provides evidence towards more than one standard. The Head of Music allows students to individualise their assessment programmes by differentiating both assessment and evidence gathering. Both analyse achievement data to reflect on what is working and determine areas for improvement.

Achievement of NCEA Level 1 literacy and numeracy requirements key to supporting student qualification outcomes Ensuring students achieve the NCEA Level 1 literacy and numeracy requirements is key to the school improving student qualification outcomes in Year 11. A focus by the Head of the Mathematics Learning Area on developing numeracy skills along with effective monitoring has resulted in numeracy achievement comparable to similar schools.

Evidence of a similar success with literacy achievement is lacking. For the last 2 years, fewer than two thirds of Year 11 students have achieved Level 1 literacy; 10 percent fewer than similar schools. This term the school has employed a Literacy specialist charged with developing a reading programme for a target group of Year 9 and 10 students. However, the role of the English Learning Area in helping Year 11

students achieve the Level 1 requirement remains unclear. Clarifying accountabilities as part the review of this learning area is recommended.

For consideration

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

- clarifying accountabilities of the English Learning Area in relation to the NCEA Level 1 Literacy requirement.

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)

James Cook High School has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work
- requiring teachers to document the process using an *Internal Moderation* sheet
- Heads of Learning Areas being expected to check and have evidence that all standards assessed are internally moderated.

James Cook High School College has effective processes and procedures for managing external moderation by:

- encouraging teachers to request standards to be externally moderated
- selecting samples of student work randomly to NZQA requirements
- ensuring samples of student work are provided by being adequately stored.

Focus on embedding evidence-based monitoring Evidence-based systems for quality assuring assessment are becoming embedded practice. The Principal's Nominee has continued with his internal audit of Learning Areas including random checks on evidence of internal moderation of standards, documenting his findings, and sharing these with Learning Area Leaders and Senior Managers. His next step is for these findings to be triangulated with the outcomes of, and requests for, standards to be externally moderated.

Reinforce verification requirements for sufficiency NZQA and the school expect that verification should involve checking sufficient samples of student work purposefully selected at grade boundaries. Reinforcing this with teachers will reduce the instances where their verification sampling exceeds these expectations, or where there remains a focus on a set number of pieces of student work.

Verification does not require a fixed, or predetermined, number of pieces of student work. Factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed should determine the sample size. Sufficient selection has the potential to reduce teacher workload without compromising the quality of the assurance process.

For consideration

To extend good practice in internal moderation the school is encouraged to consider:

- reinforcing with teachers that verification should focus on a sufficient number of purposefully selected material at grade boundaries.

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)*

James Cook High School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - reporting on student achievement progress fortnightly to the staff and by cohort monthly to the Board of Trustees to identify issues and allow effective response that is adequately resourced
 - submitting entry and result data to NZQA regularly
- **reports accurate achievement data by:**
 - the Principal's Nominee checking Memoranda of Understanding and correct use of provider codes as part of the audit of learning areas
 - ensuring more open and frequent communication with the associated Alternative Education and Teen Parent Units
 - ensuring all standards reported have consent to assess for all standards reported.

Strengthen data checks to ensure valid tracking by all entries made having a result reported The school recognises the importance of teachers and students carrying out consistent checks to ensure entry data accurately reflects assessment programme intentions so that their tracking of student progress is accurate. The Principal's Nominee has checking processes in place to support this so was disappointed to learn that for 2017, 16 percent of the total entries made had no result reported against them. Senior leaders immediately recognised the implication that an overstatement of the potential number of credits offered would have on effective student tracking. However, as 57 percent of these overstated internal entries came from the one Learning Area, the school can target this to ensure that entries are appropriate for all individual students and have a result reported against them. This issue illustrates the challenge that school managers face in imbedding expectations and changing practice in some Learning Areas.

Using tracking data to promote adequate and appropriate assessment opportunities The school's tracking systems allows for systematic identification of student achievement data patterns. The next step is ensuring review processes require teachers to use tracking data to reflect and modify student programmes identify successful teacher practices.

Review of achievement data should be timely and assure accountability. For example, the school identified that in one learning area this year a high proportion of Year 11 students did not achieve the first standard they were assessed against. Review should occur immediately after the assessment and include examining whether the assessment was valid, why it was offered to all students when many appear not ready to be assessed, and what can be done to help students regain lost confidence.

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 all entries have a result reported against them or are withdrawn
- develop processes for review of achievement data that is timely and assures accountability.

How effectively does the school's communication inform staff, and students and their families about assessment?

*Evidence for school communication promoting understanding about assessment.
(CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

James Cook High School has effective processes and procedures for:

- ensuring students receive outlines for all course they undertake
- communicating assessment policy and procedure
- supporting teachers new to the school
- reviewing communications to ensure they are fit for purpose and current.

James Cook High School assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes as part of Learning Area monitoring and meetings with middle managers
- informing teachers about assessment best practice and providing opportunities to discuss changes
- supporting NZQA in their provision of culturally focused hui or fono to James Cook High School students and families
- promoting student understanding of what they need to achieve to gain a qualification.

Strengthening of leadership and management of assessment ongoing The school is developing a more connected and collaborative model of assessment leadership and management. They have set clear expectations and lines of responsibility as detailed in the staff handbook. Most teachers interviewed showed they understood these and took responsibility for meeting these expectations. The next step is for the school to build teacher understanding and ownership of how their assessment practices support achievement by meeting student needs as part of a school-wide vision.

Principal's Nominee developing teacher confidence and supporting succession planning The Principal's Nominee is using a problem-solving focus to help build teacher confidence in assessment. Understandings are discussed and documented, ensuring consistency of message but also providing a body of information to support succession planning. One example of this is middle leaders sharing their understanding of an assessment practice at their meetings. The Principal's Nominee identifies the focus for these discussions from inconsistencies found during his annual check, or misunderstandings shown by staff and students. A series of quick reference guides also summarise key processes for teachers.

Having developed this body of information for teachers, a next step for the school is to consider how all this information fits alongside the staff handbook. This should help them to decide which documents are key, avoid repetition and ensure messaging is consistent. Teachers value the Principal's Nominee's open solution-focused approach to the role.

Student's developing knowledge and confidence The students interviewed described a clear understanding of school assessment practices, their plans beyond

school, qualifications goals and what they needed to realise this. They indicated ready access to NCEA information and support setting goals and deciding pathways via the Careers area.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- reviewing the body of documented information for teachers.