

**SUBJECT REVIEWS: 2020 School Year**  
**Best Practices in Teaching, Learning and Assessment**  
**Annual Performance Report**

## **BEST PRACTICE IN TEACHING, LEARNING AND ASSESSMENT**

### **INTRODUCTION**

Hagley's subject leaders have completed an annual review of curriculum and assessment in their subjects. These subject reports are a key aspect of Hagley's operation as a self-reviewing school and they also form strong evidence as part of the College's audit review processes completed by two key external agencies, ERO and NZQA.

All HODs complete a review of their department's compliance with curriculum, assessment and moderation requirements, as well as a review of their leadership of professional development and collaborative inquiry practice within their department. Major trends seen across these reviews can be sourced in the Student Learning annual portfolio report. Additionally, all HODs/ subject leaders focus on reviewing at least one area of student performance which does not meet the level that might reasonably be expected. This aspect of the review is aligned with the school's strategic priorities for school improvement and leaders are encouraged to engage in more data driven analysis of student performance. The overall goal is that there is continued refinement of evidence-driven practices to increase student engagement and achievement across all learning areas.

The individual reviews included in this document are grouped into eleven major curriculum departments. The first two Indicators are focused on compliance while Indicators 3 and 4 focus on improving student outcomes and teacher practice. Depending on the makeup of departments, within some departmental reports are student performance reviews (Indicator 3) of individual subjects.

Progress towards the overall goal of school improvement is documented under four indicators of best practice:

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

**Indicator 2: Assessment is at the national standard.**

**Indicator 3: Student achievement data is used to inform future teaching practice.**

**Indicator 4 : Ensuring quality teacher practice**

Hagley's process of annual subject review, where all subject leaders scrutinise their own management of assessment and share best practice with their colleagues, Senior Leadership and the Board of Trustees, is regarded by NZQA as best practice. The Hagley Assessment Policy is closely aligned to Indicators 1 and 2 and this policy is reviewed annually and revised in accordance with NZQA recommendations. Hagley is on a 4-5 year audit cycle both with NZQA and ERO.

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**TE AO MĀORI**  
**ACTING HOD: NIK DENSEM**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

Evidence from:

**1. Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes
- Where appropriate, programme planning documents are complete and in place for integrated learning programmes in Years 9 and 10
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year

Year 9 program has now been written; however there is scope for minor tweaks. The Y10 program has an overview of topics to be covered, but lesson and unit plans have yet to be written. This will happen over the course of 2021.

**2. Annual assessment audit Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum
- assessment processes used in Years 9 and 10 are designed to show student progress over time

In 2020 the department used Quizizz app to administer identical pre and post assessments three times to measure progress across three sections of the year. The Quizizz app, which gives multiple choice questions and can be administered via smartphones, went better than the paper test. It was easier to input data and more interactive leading to better engagement. The self-marking nature of the app reduced teacher workload; however, multiple choice questions could mean some students were gaining correct answers by guessing. Another consideration was students with poor reading and writing skills may be at a disadvantage. Overall, due to the fact that the purpose of pre/post testing is about improvement (not the overall mark) this app was generally a successful measuring tool and will continue to be used throughout 2021. However, the app should be used alongside a range of formative assessment modes (such as oral assessments) to cater for all students learning needs.

**3. Annual assessment audit : Years 11-13**

- practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy
- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy
- practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy
- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy

- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy
- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy
- all activities used are appropriate, fair and offer valid assessment opportunities against national standards.
- teachers check all activities against the indicators used by NZQA for external moderation.

Having re-read the 2020 Hagley Assessment policy, assessment in our department meets the guidelines set out in this policy.

## Indicator 2: Assessment is at the national standard.

### 1. Competent assessor's statement:

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)
- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard

Teachers in the learning area maintain their assessment expertise through:

- Regular and encouraged attendance of relevant PD( for example Chris attending an Ako Pānuku workshop earlier this year and mentor meetings with Nik).
- Moderation is discussed at department hui, with Chris moderating the first three marked results of each standard before the kaiako mark the rest.
- The department are also involved in Waitaha Kaiako Māori hui which discusses moderating standards.

### 2. Internal moderation process

For any NCEA standard that is assessed by a teacher (covering Reo/Tikanga/Kapa Haka), the Kaiako will mark the first three assessments themselves, then have a moderation hui with the HOD who will then independently mark these three assessments. Following this we compare our results, discuss any differences, compare to online moderated assessments or previous years' external moderation results and arrive at a set standard of marking for the rest of the assessment if needed. The HOD is always available to double check any other marks that the kaiako is unsure of. A department moderation Notebook will be used to record moderation and moderation comments.

The annual three- point moderation check [to ensure that moderation is occurring during the year]

### Indicator 3 : Student achievement data is used to inform future teaching practice

#### Part A : Review of 2020

##### Priority targets:

- Improved Māori achievement
- Increase in level 3 and /or UE attainment
- Increase in attainment of first year Y11 students
- Improved achievement at Level 2

As the acting HOD Languages, I wanted to look at our senior ākonga and their general achievement. When looking at results by standards we compared very favourably to national statistics; however these results are slightly misleading due the very low numbers of students actually being assessed for these standards. These statistics showed that the students who were sitting these assessments were doing really well, but it didn't show a wider picture of where students might be underachieving.

To access this information, I used collated data from the 2020 markbook for each course: 11TRE, 12TRE, 13TRE and KAP.

Unit and Achievement Standards - Credits gained by course (unit standards (US) and achievement standards (AS))

Course	Number of students	0-4 US credits	0-4 AS credits	5-10 US credits	5-10 AS credits	11 – 13 US credits	11 – 13 AS credits	14+ US credits	14+ AS credits
11TRE	12	1	2	2	5	0	6	9	0
12TRE	12	6	9	4	1	2	1	0	1
13TRE	11	5	8	3	2	0	0	3	1
KAP (mix of level 1 and 2 standards)	20	10	11	5	7	0	1	5	0

Breakdown of students gaining 11+ credits by unit standard and achievement standard

Course	% of students gaining 11+ unit standard credits	% of students gaining 11+ achievement credits
11TRE	75%	50%
12TRE	50%	16%
13TRE	55%	10%
KAP (mix of level 1 and 2 standards)	25%	.05%

What these stats are showing is that students are mainly gaining unit standard (US) credits, rather than gaining credits through achievement standards (AS). What this means, is that while students may be gaining credits towards an NCEA certificate, there is little opportunity or robust scaffolding for those ākonga who want to pursue a tertiary pathway, as US do not count towards university entrance.

It should be noted that the 2020 11TRE cohort were the first group of students who have come up through Y9 and Y10 having compulsory Te Reo, and the much closer margins between US and achievement standards seem to reflect this.

For Kapa Haka, adjusted results (looking at just the 17 regular attenders) show 65% of regular attenders received 11+ credits, with 58% receiving 14+. These credits were a mix of curriculum areas and unit and achievement standards. These results suggest that the new course program introduced in 2020 was largely successful.

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) to address this  b) Measurement tools to evaluate the difference
<p>For 12TRE and 13TRE, achievement standards are extremely difficult due to most of these students only beginning Te Reo in Y11.</p> <p>Students are motivated by credits of any kind. That is, they may be unclear about the limitations around unit standards.</p> <p>12TRE and 13TRE course design in 2020 was heavily weighted towards US achievement.</p> <p>External Achievement standards offered as an optional extension to ākongā, therefore low take-up.</p> <p>Kapahaka US13363 (Demonstrate knowledge and skills of waiata a-ringā) had one student achieving this standard.</p>	<p>12TRE 2021 is made up of students from the 11TRE 2020 cohort; therefore there is an expectation that the AS scaffolding from 2020 will feed into improved results with a 2021 target of 50% of students gaining 11+ AS credits.</p> <p>The opportunity for ākongā to gain subject endorsement.</p> <p>Courses at all levels reflect a scaffold into tertiary pathways to support a high expectations program.</p> <p>Expectation that all ākongā enrol in both externals and attempt at least one.</p> <p>This standard calls for students to both perform and research/describe categories and influences of waiata a-ringā. While many students could confidently perform, many found the research/describing element of this standard overwhelming.</p>	<p>Teachers' expectations around striving for AS credits and tertiary opportunities is made explicit to students.</p> <p>Unit standards are used as a scaffold to assess skills that contribute to gaining AS.</p> <p>The junior program is assessed this year, to make sure that skills needed to achieve AS across level 1, 2 and 3 are back mapped so that scaffolding begins at Y9.</p> <p>Opportunities for links between achievement standards are explored. For example, the Tuhituhi (writing) achievement standard can be used to gain the Korero (speaking) standard.</p> <p>Include Whakarongo achievement standard as part of the core course for all ākongā.</p> <p>Offer a program that has a minimum of 16 AS across all levels. Use US to assess skills that support the achievement standard.</p> <p>Access AS across multi-levels where appropriate.</p> <p>Run wānanga as preparation for the externals, starting earlier in the year (mid-term 2).</p> <p>Use AS exemplars to inform teaching and learning programs. Make these available to students. Also use feedback from ākongā to assess how well they were prepared for the externals exams.</p> <p>Finding alternative modes of assessment to help students who respond to a more active learning style. For example, offering alternatives to a 'written essay' style assessment (eg. video essay, illustrated PowerPoint etc.) achieve in their research standards.</p>

#### **Indicator 4: Ensuring quality teacher practice**

**Annual curriculum focused appraisal** has been completed for all teachers



#### **Collaborative inquiry**

The department collaborative inquiry in 2020 was around Tukunga (class check-in). Time was taken at the start of each class for students (and staff) to have the opportunity to share how they were feeling and identify any major issues that could affect their learning for the lesson. Kaiako felt this made quite an impact on how aware and connected they were with their taura's wellbeing which in turn improved their engagement and attendance. This inquiry also supports the Tātaiako of Whanaungatanga and Tangata Whenuatanga.

#### **Departmental professional development is used to inform practice**

Chris attended the Ako pānuku (Māori teacher conference) and Margaret Ross – Motivating the unmotivated workshop.

Chantelle participated in He tikanga whakairo – TWOA. She also joined an adult kapa haka team and continued exploring and developing the Kapa Haka programme.

**ART**  
**HOD: BRENDA NIGHTINGALE**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

Evidence from:

**1. Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes
- Where appropriate, programme planning documents are complete and in place for integrated learning programmes in Years 9 and 10
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year

The Art department is confidently using Microsoft teams to share course resources, assessment, information, collect student work, store student work.

**2. Annual assessment audit: Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum
- assessment processes used in Years 9 and 10 are designed to show student progress over time

Digital Curriculum PLD, planning was undertaken in 2020 and aligned well with current programmes in Kete Wana (Light it up and Media magic). Implementation of progress outcomes will be a priority for 2021 and all junior courses will have tracking systems developed that align to Hagley values strategic goals and standards based assessment.

**3. Annual assessment audit : Years 11-13**

- Practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in my learning area

All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area



Teachers check all activities against the indicators used by NZQA for external Moderation in all subjects in my learning area



**Indicator 2: Assessment is at the national standard.**

**1. Competent assessor's statement:**

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)
- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard



The Art department PLD was the significant component of professional learning around assessment in 2020; the department assessment work focused on cross -field assessment practices that develop teachers capacity to see alignment across standards and as a consequence department expertise is beginning to be more transferable across subject areas.

Department inquiry focus on feedback linked to success criteria was extremely valuable in developing a wider range of assessment for learning skills amongst department staff.

Two new staff appointments in 2020 enabled the department to benefit from experienced assessment practitioners.

**2. Internal moderation processes**

All assessed work is marked by subject teachers and reviewed by at least one other teacher with subject expertise.

The annual three- point moderation check [to ensure that moderation is occurring during the year] has been completed for each subject within Art.



**Indicator 3: Student achievement data is used to inform future teaching practice**

**Part A : Review of 2020**

**Priority target:** Increase in attainment of Year 11 students

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement																
<p>Students were achieving well below the national achievement data in year 11 external assessment 90916</p> <p>We identified that our students rate of achievement at the higher levels was significantly lower than the national statistics. I.e. 76% of our students achieve at an achieved level, as opposed to 41% nationally.</p>	<p>Increased scaffolding with learning tasks, clearer support for improving teaching capacity. Use of Exemplars (especially helpful during lockdown).</p>	<p>The data demonstrates good improvement in overall achievement targets identified for focus on 2020</p> <table border="1"> <thead> <tr> <th></th> <th>A</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>42.9</td> <td>42.9</td> <td>14.3</td> </tr> <tr> <td>Nat</td> <td>35.5</td> <td>30.6</td> <td>27.4</td> </tr> <tr> <td>Decile</td> <td>38.2</td> <td>31.6</td> <td>23.5</td> </tr> </tbody> </table> <p>AS 90916 – 12 credits)</p> <p>While not achieving parity with national data, strategies, resources, professional support and course design improvements are predicted to see be reflected in an upward trend in achievement in the 12 credit external assessment in 2021.</p>		A	M	E	School	42.9	42.9	14.3	Nat	35.5	30.6	27.4	Decile	38.2	31.6	23.5
	A	M	E															
School	42.9	42.9	14.3															
Nat	35.5	30.6	27.4															
Decile	38.2	31.6	23.5															

#### Part B:

**Priority target 2021:** Students at risk of not achieving in level 3 in the externally assessed standards.

2020 External assessment data: 100% (4) Maori students gained 14 NCEA credits(1 UE field) in the External assessment in visual arts. 3.4. The focus for 2021 will primarily be on the NA/A- grade point boundaries.

Not Achieved (NA) in 2020 showed that students not gaining the 14 credits available in the external assessment had an adverse effect. Students were relying on this assessment to provide 1/3 and often 2/3rds of 14 NCEA credit fields for entrance into university.

Field	Hagley	National Stats	Decile
13 PTG	23%	10%	11.6%
13PRT	0%	.9%	9.8%
13DES	7.1%	9.4%	9.8%
13PHT	14.3%	5.2%	5.8%
13SKP	20%	1.3%	9.1%

Possible reasons for underachievement	Targets for 2021	a) Interventions b) Measurement tools
<p>Students have to demonstrate Develop ideas (AS 91456 3.4)</p> <p>There are a group of priority learners in year 13 who are at risk of not achieving at these levels and another group who are gaining Achieved in the external assessment but are not gaining Merit.</p>	<p>Improved achievement at Level 3(UE)</p>	<p>a)Ongoing development and refinement of student feedback skills with a focus on developing student verbal comprehension to recognise and develop idea development in students own work.</p> <p>Feedback linked to building student self-efficacy in understanding and being able to demonstrate where their work shows evidence of understanding and development of ideas</p>

		<p>Department shared assessment activities aligned across fields.</p> <p>b) Analysis of formative marking to track student progress over the year.</p> <p>External results data.</p>
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**Indicator 4: Ensuring quality teacher practice**

**Annual curriculum focused appraisal** has been completed for all teachers of Art



**Collaborative inquiry**

The 2020 Art department collaborative inquiry involved research around feedback linked to success criteria. Through the use of co-constructed and shared Learning sprints, teachers demonstrated to each other what and how feedback was being used and why this will improve teaching and learning in the art room.

Department professional development in 2020 enabled teachers to work in a small well-motivated department group with goodwill and high trust. Staff worked collaboratively to develop and share a range of assessment and feedback tools that have proven to be both effective in developing subject expertise and in providing meaningful feedback to students. Students have been able to track their progress across time towards differentiated student goals.

**CAREERS AND EMPLOYMENT SKILLS**  
**HOD CAREERS: KIM SWANN**  
**EMPLOYMENT SKILLS : KAT ANDERSON**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

**1. Course planning documents and related resources**

- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year



**2. Annual assessment audit : Years 11-13**

Practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy



- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy



- practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy



- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy



- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy



- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy



- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy



- All activities used are appropriate, fair and offer valid assessment opportunities against national standards.



- teachers check all activities against the indicators used by NZQA for external moderation.



**Indicator 2: Assessment is at the national standard.**

**1. Competent assessor's statement:**

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)



- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard



Kat Anderson attends all Gateway and relevant workshops relating to Core Skills units. Core skills moderation practises are discussed in these workshops. Kat Anderson and or Kim Swann meet regularly with Tertiary providers to hear about new Core units and Star course opportunities for the Employment Skills program.

**2. Moderation practices**

HOD Careers internally moderates at least 3 pieces of work from every unit standard taught in the careers department.

3. The annual three- point moderation check [to ensure that moderation is occurring during the year has been completed for each subject within Careers



**Indicator 3 : Student achievement data is used to inform future teaching practice**

**Part B:**

**Priority target 2021:** under- achievement at Level 2

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>Employment Skills is a Level 2 course and therefore has students who are either working towards L2 or may not have achieved L1. As it is a transitions programme it is common to see students in this group who have learning needs or may not be as academically focused and therefore lack the skills to complete the theory work for internal assessments.</p>	<p>To continue to decrease the number of students gaining between 0-4 credits.</p> <p>To increase the number of completed assessments per student.</p>	<p>a) In 2021 the focus will be on using the following interventions:</p> <ul style="list-style-type: none"> <li>- Different feedback methods will be implemented to ensure that students receive meaningful and effective feedback that will enable them to check their work before submitting their assessment.</li> <li>- Learning objectives will be clearly outlined and exemplars given to allow students to understand the purpose and value of their assessment input.</li> <li>- Differentiation and scaffolding techniques will support students with diverse learning needs and build on their self-efficacy in Employment Skills.</li> <li>- Alternatives to written assessments using online resources or recording/filming.</li> </ul> <p>b) Ways that we will measure and evaluate the impacts of these interventions: student results and through comments and student voice from student surveys and questionnaires.</p>

**Indicator 4: Ensuring quality teacher practice**

1. **Annual curriculum focused appraisal** has been completed for all teachers of each subject within your learning area.



**ENGLISH**  
**HOD : ANNA TAYLOR**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

Evidence from:

**1. Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes ✓
- Where appropriate, programme planning documents are complete and in place for integrated learning programmes in Years 9 and 10 ✓
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum ✓
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year ✓

Senior classes – a very flexible year plan is produced in consultation with each class. Term plans, further responsive to needs and reflecting more individualisation are developed throughout the year. Planning for connected classes is completed, live and visible, in Teams.

**2. Annual assessment audit Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum ✓
- assessment processes used in Years 9 and 10 are designed to show student progress over time ✓

Year 9 and 10 English is a 2 year programme with the same teacher where possible for the 2 years. Recording and using assessment data on Kamar to show progress over time is under development.

	Start of Year	End of Year
Year 9	<ul style="list-style-type: none"> <li>• Writing sample</li> <li>• e-asTTle Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Writing sample</li> <li>• e-asTTle Reading</li> </ul>
Year 10		<ul style="list-style-type: none"> <li>• Writing sample</li> <li>• e-asTTle Reading</li> </ul>

**3. Annual assessment audit : Years 11-13**

- practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy in all subjects in my learning area ✓
- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area ✓
- practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy in all subjects in my learning area ✓
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area ✓
- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area ✓

- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in my learning area
- All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area
- teachers check all activities against the indicators used by NZQA for external moderation in all subjects in my learning area

**Indicator 2: Assessment is at the national standard.**

**1. Competent assessor's statement:**

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)
- Moderation reports for all standards moderated in 2019 confirm that activities and assessment practice has been verified as meeting the national standard

**Teachers in English maintain their assessment expertise through**

- Participation in external marking panels.
- Internal school moderation meetings.
- Department PD linking teaching and learning to assessment.

**2. Internal moderation process:**

Teachers mark an assessment. A minimum of 3 samples is given to the moderator (often difficult grade boundary decisions). The samples are returned with agree/disagree and notes explaining why. Further explanation and discussion may follow. Teachers use moderation feedback to reconsider/adjust marks (or mark further work) before reporting to students.

Moderators may ask for further samples if judgements are consistently wrong or one level (e.g. E) is not understood.

The moderator gives each teacher permission to publish results when sufficient agreement has been reached.

In 2020 more L1 teachers assessed AS 90855. A marking / moderation meeting was held to establish understanding of the grades and grade boundaries of this standard.

- 3. The annual three- point moderation check [to ensure that moderation is occurring during the year has been completed.**

**Indicator 3: Student achievement data is used to inform future teaching practice**

**Part A : review of 2020**

Priority target: Increase in attainment of first year Year 11 students (to enable higher achievement of Level 1 certificates overall)

**In 2020 the % of students achieving 14 or more credits in Level 1 English will equal or better the % of students achieving a Level 1 certificate.**

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
Achievement in English classes varied from 15% of 11ENL students achieving 14 or more credits, 42% in 11ENI, to 63% in 11ENA.	Level 1 English classes in 2020 consisted of students who were first year Year 11 students. There were a few year 12 students who had not completed a year of L1 learning. Classes were “mixed ability” and not labelled. Collaborative inquiry building on use of Assessment for Learning begun in 2019 including: Further development of the use of success criteria and exemplars. High expectations classrooms. Learning about and implementation of workshopping. 11ENL was retained for the first year of this process.	Results are positive with 48% of students achieving 14 or more credits. However, 57.2% of Year 11 students at Hagley achieved 80 credits. The percentage of students achieving 10 or more credits (71%) suggests that there may be a need for further emphasis on teacher tracking in the last part of the year. Work towards bringing the number of students achieving 14 or more credits in English towards equalling the number achieving a Level 1 certificate will continue in 2021.

## Part B

**Priority target 2021** : Improved achievement at Level 2

### 1. *Data informing target:*

At the end of 2020 there were 176 students still on the roll in a Year 12 English class – 12EnI, 12EnA, 12EDR, 12CRW.

Of these 44 submitted a Writing Folio:

Of the 44:

- 24 (55%) Achieved
- 17 (38%) Merit
- 3 (7%) Excellence

If these percentages are calculated including the Not Achieved/did not complete (i.e. 176 total students), they are worryingly low.

The figures improve slightly with the inclusion of other “written” standards e.g. a Connections Report or an exam essay. Using this criteria from published data, 48% completed to at least Achieved level, a piece of extended writing.

Possible reasons for underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) measurement tools to evaluate the difference
The writing folio is seen as a large and difficult assessment. A lot of teaching and time is needed for some students to complete it. Teachers and students prioritise other learning and assessments that students are more likely to achieve. L2 English is seen as a 2-year programme for some, and	In 2021 every year 12 student on an English roll at the end of the year (12EnI, 12EnA, 12EDR, 12CRW) will achieve one piece of structured writing (folio, connections report, exam essay).	a) Interventions will be decided as part of department PD and collaborative inquiry. b) Evidence will be provided by teachers as well as mark books. Not all extended pieces of writing are reflected as achievement in the mark book. Teachers will be able to provide evidence of one folio piece completed or a practice exam essay

folio achievement comes in the second year. Choice in mode of assessment in other standards means that students often only write for folio.		
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**Indicator 4: Ensuring quality teacher practice**

2. **Annual curriculum focused appraisal** has been completed for all teachers of each subject within your learning area.



**2020 Collaborative Inquiry:**

**The focus:**

In 2019 our department professional development and inquiry centred around the use of Assessment for Learning practices. For 2020, our focus developed from this to a specific focus on “closing the gap.” ie

**The gap between ...**

Where a student is	Where a student needs to be
What is understood	What is aimed to be understood
What a student can do	What a student needs to be able to do

We began by returning to documents we know well – “NZC - High Expectations Principle” and “OECD 7 Principles of Learning – Assessment for Learning” to remind ourselves of the “why” of our PD. We read and discussed the “The Habits of High Expectation Teachers”, looked at what we were already doing and how we could combine them to develop our practice to **close the gap**. We came up with 2 foci – feedback (develop from 2019) and workshops (new).

<b>Habits of High Expectation Teachers:</b>	<b>What this might look like in the classroom:</b>
• Make LOs and success criteria explicit	
• Allow students to co construct success criteria	Feedback
• Use regular formative assessment	
• Used mixed ability groupings	
• Provide a range of activities	Workshops
• Allow students to choose their activities from a range of options	
• Change groupings regularly	

***PD engaged in:***

- Nik presented a workshop on workshopping – Nik also invited observations.
- As a group we developed resources e.g. Question starters to use for verbal feedback
- Teachers kept a record of deliberate acts of teaching and the difference these made to the learning of their target students in a journal.

A focus on the need for feedback to activate student to engage in an appropriate action which leads to some closure of the gap, led effectively to workshopping. The first part of the inquiry created a need, the second part addressed it.

**Outcomes:**

There has been a big shift in department use of workshops and some shift away from written feedback towards verbal feedback. Teachers are continuing to develop their use of feedback that is focussed on the learning outcomes of the lesson in which the work was created. The tendency to provide end-product/procedural rather than conceptual feedback crept back in closer to end of year deadlines, but there was an awareness in teachers that this was happening.

**Observations of student learning:**

- I saw and heard students begin learning in a self-selected workshop on speaking skills.
- I saw students naturally move to workshop groups.
- I saw students leave workshops as they achieved the intended learning.
- Teacher appraisal meetings – teacher discussing “conceptual feedback.”

**Observations of teacher practice:**

- Sharing of practice in meetings.
- Teacher journals show evidence of using feedback and workshops in lessons, measuring the effect through observation, student voice or results.
- In appraisal meetings, teachers expressed a goal to establish workshopping in classes early next year.
- Teacher reflections in final workshopping session showed understanding, evidence of inquiry and a desire to keep students learning through workshops.

**ENGLISH LANGUAGE LEARNING**  
**HOD : TARA DE CONINCK**  
**TICs : LEANNE CAMPBELL AND LESLEY COWIE**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

**Course planning documents and related resources**

- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year



All course outlines are uploaded on TEAMS and can be found in the 'ELL TEAM' channel for easy access for all teachers. Course outlines are updated yearly to ensure they remain current and that they meet the student needs. In addition, they are reviewed each term and adjusted according to student need. One change we have made at the end of 2020 is to offer a new opportunity through the Kahui Ako project allowing for a collaboration between English and English Language Learning (ELL) to create a shared class where students are working towards achieving English Level 1 assessments.

A simplified version of the course outlines (a course booklet) is given to all ELL classes, where students can find an overview of the year ahead as well as other relevant information. This booklet is also uploaded onto the class's TEAM in order for students to access it.

**Annual assessment audit: Years 11-13**

- Practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in my learning area
- All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area
- teachers check all activities against the indicators used by NZQA for external moderation in all subjects in my learning area



**Indicator 2: Assessment is at the national standard.**

**3. Competent assessor's statement:**

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)



- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard



Due to covid-19, external moderation was cancelled in 2020 for the 2019 year of work. During 2020, ELL teachers took on board comments from the previous year's moderation in regards to phonological features and focussed on helping students to improve pronunciation and to reduce phonological errors.

The TIC NCEA attended ESOL cluster meetings on assessments and keeps up to date with communications from NZQA regarding assessment and moderation. Information regarding assessment is passed on to teachers at department meetings and NCEA/moderation sessions. Teachers write assessments according to the standards and, also refer to commercial exemplars where possible.

Moderation is frequently done collaboratively, and this has proved to be a very useful way of enabling teachers in ELL to maintain their assessment expertise.

Every two years at least one teacher from the department attends the CLESOL conference.

#### 4. Internal moderation process

With ELL based over two campuses, we have assessment files for all assessments filed at Hagley and we have Foundation assessments at Champion St campus.

Commercially developed assessments are uploaded to the ELL TEAMS Channel so that they are accessible to all teachers in the department. With the introduction of new standards in 2020 these have been invaluable as exemplars for writing assessments to fit units of work studied in our classes. Teachers have also written assessments for the new standards, particularly at Foundation level. These are carefully checked against the criteria of the standards.

We have a bank of exemplars of student work from ESOL workshops, externally moderated work, and our own student work that is filed in the department.

We follow a very clear process for writing, administering, marking, and moderating assessments within the department and this aligns with the Hagley Assessment Policy.

- Once an assessment task is completed by students it is marked by the teacher.
- A minimum of four pieces of student work per task are then given to another teacher within the department, preferably with some experience or expertise with the standard, to check mark and ensure marking follows the marking schedule and national standard.
- Four or more pieces of work are then given to the TIC NCEA to moderate and check against the national standard.
- Feedback is given to teachers if marking is not found to meet the standard and teachers then give feedback to students and do further teaching, if necessary, before further tasks are completed. This ensures that marking meets the national standard.

Moderation/check marking was frequently done in department meetings which allowed teachers to mark student work collaboratively and to also make assessment judgements on writing tasks. This was very beneficial professional development enabling teachers to gain confidence and experience in marking to the national standard across a range of standards and levels.

5. The annual three- point moderation check [to ensure that moderation is occurring during the year] has been completed for each subject within your learning area.



### Indicator 3: Student achievement data is used to inform future teaching practice

#### Part A: Review of 2020

**Priority target:** CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
<p>In 2020, linked to the priority targets and the school's strategic goals of improving UE attainment – we looked at our 2019 statistics and how we might improve student UE achievement.</p> <p>In 2019, only 1 student passed the UE writing standard 22750 and 2 students passed the reading standard 22751.</p>	<p>The issue was addressed in 2020 in three different ways:</p> <ol style="list-style-type: none"> <li>1. The test was re-written with Marie Stribling's assistance.</li> <li>2. Teachers of 13ELL4 offered a more scaffolded and better-timed approach to Level 4 UE standards, introducing the new Level 3 Academic writing standard to help bridge the gap between Level 3 and Level 4 and give students the skills needed for Level 4.</li> <li>3. Teachers have used new knowledge in better methods for teaching APA and how to reference research. Students have been given more opportunity for shorter writing tasks before the assessment so that they could get feedback promptly and frequently to improve their writing before they get to the summative assessment.</li> </ol>	<p>The available 2020 data shows that there was some success in increasing the number of students achieving the two UE standards 22750 and 22751, however the numbers were much lower than we would have hoped. From the data we have available, 6 students achieved the writing standard 22750, (a 500% improvement from 2019) whilst 19 achieved the reading standard 22751 (a 850% improvement). Whilst the percentage increases look impressive, the actual number of students who achieved the standard, particularly the writing standard, are still low relative to the number of students who were in the two 13ELL4 classes. The improvement of 19 students achieving the reading standard in 2020 is encouraging, however.</p>

#### Part B

**Priority targets:** 1) Improved achievement at Level 3 and (UE) and  
 2) Linguistically diverse students joining Hagley in Years 12 and 13 who are enrolled in academic programmes.

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>In 2020 students in Level 3 and UE classes started with Level 3 NZCEL to gain skills and credits to help them complete their NCEA Level 3 NZCEL certificate. Then teachers moved into Level 4 later in the year. However, Level 4 writing standard (22750) is a high level and is what is needed for success at university. We know this is a challenging standard but makes an impact on student learning. Covid-19 did not help this situation, but we made the best of it by focusing on Level 3 first. This allowed students to gain essential credits and skills in reading and writing. It is still a big jump to Level 4 for our students.</p>	<p>In 2021, we will focus on our enrolment process to be sure that students in 13EAP (2020 it was called 13ELL4) are placed correctly. We have created a class for Level 3 and a class for Level 4 so that the teaching can be targeted to the skills needed specifically for Level 4 writing. Students have shown that the reading standard (22751) is attainable and their reading skills are satisfactory for researching 22750. This shows that writing skills need to be the key focus of teaching and learning in 2021.</p>	<p>a) 13APW (Level 3 NZCEL) is a stepping-stone to the vel 4 (13EAP) class. We hope that this new class will allow students to develop the skills needed to progress to writing Level 4 the following year.</p> <p>The teacher for 2021 (13EAP) is starting the year with a focus on Level 4 skills.</p> <p>13APW is a new course designed to help prepare students for academic writing Level 4 or tertiary programmes that do not require UE.</p> <p>Professional development will include frequent check ins with experts at Hagley like Marie Stribling or Emma Lumb. This includes moderating student samples of work with them throughout the assessment to ensure teachers maintain assessment expertise and mark at the national standard.</p> <p>b) We will measure the difference by looking at data from 2021 to see if more students achieved Level 4 writing in 2021 relative to 2020 data.</p>

#### Indicator 4: Ensuring quality teacher practice

3. **Annual curriculum focused appraisal** has been completed for all teachers of each subject within your learning area.



#### Collaborative inquiry

We based our collaborative inquiry on the Four Interactive Stages discussed at the Leaders Meeting:

- Stage 1: Framing the Problem
  - Stage 2: Collecting Evidence
  - Stage 3: Analysing Evidence
  - Stage 4: Celebrating and Sharing
- For Stage 1, we did a department survey, where we identified what barriers our ELL students experience in learning English as a second language and what gaps teachers may have in their learning in order to address these barriers. In doing this, we moved away from a 'student focus' and concentrated more on a 'teacher focus' (what am I struggling with that prevents me from meeting my learners' needs). As our survey identified a variety of barriers, we realised the focus needed to be on one of the Key Competencies: Know your learner.
  - For stage 2, teachers were given a list with abstracts of readings that were related to the barriers identified in stage 1. Once a teacher had completed reading their research article,

they took turns in sharing their findings with the department during our weekly meetings. The research not only allowed teachers to understand the origin of certain barriers, but also encouraged positive discussions and strategies to implement.

- For stage 3, teachers tried out these new strategies with a group of students who had displayed these struggles and gave feedback during meetings on what worked well / what did not work so well. The sharing of these strategies allowed other teachers to implement them directly in their classes or to keep them in anticipation of using them with different classes at an appropriate time.
- For our stage 4 'Celebrating and Sharing', we created a word document in our ELL Team Channel where we were able to document our thoughts and feedback. Our shared 'Journal of Learning and Thoughts connected to our Collaborative Inquiry' document was a working document, where teachers collated thoughts and feedback on what worked well and what didn't work so well.

All meetings were recorded on TEAMS so teachers who did not come in on a Wednesday or who were away sick could watch it at a time that suited them. Feedback from teachers around the new format around inquiry was very positive. The consensus was that collaborative inquiry was more effective than doing an individual inquiry. Teachers welcomed the many great ideas and resources that were shared. The new approach to Inquiry allowed teachers to implement strategies straight away whereas in previous years we would present at the end of the year.

Teacher feedback: 'gained many good ideas', 'found it thought-provoking', 'it prompted reflection', 'gave ideas to try out in the future', 'presenting our inquiry throughout the year meant we could implement new learning immediately' ...

Inquiry topics related to 'Know your Learner' included:

- Focus on specific language issues for speakers of "Arabic like languages"
- Cross cultural writing differences
- Written corrective feedback
- Writing across cultures (text order in different cultures)
- Pronunciation difficulties (Chinese speakers)
- 2<sup>nd</sup> language speech production
- Enhancing very beginner learners of English
- Adults learning to read for the first time
- Confidence of adult ELL Learners

**MATHEMATICS**  
**HOD: JON CRAMPTON**

**TICs: NADEEKA IDAMEGEDARA & BERNIE FRANKPITT**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

Evidence from:

**1. Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year

**2. Annual assessment audit Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum
- assessment processes used in Years 9 and 10 are designed to show student progress over time

Over the last 5 years our year 9 students have completed a Level 3 screening test on number in week 4 of term 1 to determine their maths curriculum level on entry to Hagley College. These marks, along with any marks from unit tests completed throughout years 9 and 10, were recorded on Kamar so that we could track the progress of our students into year 11.

In 2021 we have replaced this testing with e-asttle testing that will occur at the start and end of year 9 and again at the end of year10.

**3. Annual assessment audit : Years 11-13**

- practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in my learning area
- All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area
- teachers check all activities against the indicators used by NZQA for external moderation in all subjects in my learning area

## Indicator 2: Assessment is at the national standard.

### 1. Competent assessor's statement:

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert) 
- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard 

To maintain our assessment expertise in the math department we take the following steps

- Nadeeka (unit holder) downloads any new clarifications at the beginning of each year and updates our assessment folders with any changes. Teachers of each standard/level are notified of any changes prior to the teaching of the standard.
- Our exemplar folders with pieces of student work at/near the grade boundaries are regularly updated so teachers can use this resource to help with assessment marking and to help with their teaching (clear knowledge of A, M and E requirements).
- Bernie (unit holder) is a long-standing member of the CMA and brings back/shares the latest updates on any assessment issues at the time.
- Teachers attend various workshops as they are scheduled.

### 2. Internal moderation process

The department's staff moderate samples of their colleagues' students' work for each standard offered. Each sample consists of three student scripts. The department holds a formal moderation meeting for each level when required, and at other times, student work is moderated on request. The department maintains moderation tracking sheets for each teacher for each course, and all student work, whether moderated or not, is retained for 2 years.

At the end of each year, teachers check the grades assigned on all student scripts from each class against a printed list of grades from the student information system. In addition, each teacher is required to submit their class lists to a peer teacher in the department. The peer randomly selects student names from the class list and requires the teacher to present evidence of student scripts; the peer independently checks the marking on the scripts against the grades recorded in the student information system. Once this is done, teachers sign off on a department list which is then filed.

The annual 3-point check is used to support the assessment practices mentioned above.

3. The annual three- point moderation check [to ensure that moderation is occurring during the year] has been completed for Maths. 

## Indicator 3 : Student achievement data is used to inform future teaching practice

### Part A : Review of 2020

**Priority target:** Raising achievement in Years 9 and 10

issue, reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
Our focus was on how we work with our year 9/10 students, many of whom arrive at Hagley at curriculum levels 2 and 3, to get more of them ready for the STEM classes (instead of the 11mag, 12mag, 13mag pathway) and	Formative assessment PD (Dylan Wiliam and expertise from within our department). Started developing topic plans for students to start taking responsibility for their own learning.	Due to the disruptions to the 2020 academic year and the loss of PD time we have carried this focus over to 2021 (see below). The e-asttle testing showed that 18% of students entered Hagley in 2021 working at level

how do we keep them in the STEM pathway once there and keep them enrolled in the MCAT/algebra externals? (instead of opting to sit an extra internal)	Peer observations with the goal of observing formative assessment in action and/or offering support where appropriate.	2 (year 4+5) and 36% of students working at level 3 (year 6+7) I think we do well to get as many of our year 9 and 10 students as we do into 11maa (the L1 MCAT exam is much more challenging than the other L1 standards). What is our real challenge, is how do we keep these 11maa students in this stem pathway.
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## Part B

**Priority target:** Improved achievement in STEM subjects (11maa, 12maa, 13mac, 13mas)

When enrolling students into math courses for the following year we are certainly very proactive in trying to get as many students as possible into the 11maa/12maa pathway (balanced with both student preparedness and student goals).

For those students who do go into this pathway and who choose to sit the 11maa L1 MCAT or 12maa L2 algebra external our results compare very favourably with the national results.

		%NA	%A	%M	%E
2020 L1 MCAT	Hagley	15	28	44	13
	National	18	39	25	18
2020 L2 Algebra ext	Hagley	13	30	52	5
	National	24	29	33	14

However, our main issue continues to be the number of students enrolled in 11maa/12maa who then choose not to sit the L1 MCAT or L2 Algebra external.

2020	Students enrolled	Students sat exam
11maa	50	32
12maa	42	23
<b>Possible reasons for this identified underachievement</b>	<b>Targets for improved outcomes for students in 2021.</b>	<b>a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference</b>
Our continued challenge is how do we work with our year 9 students, many of whom arrive at Hagley at levels 2 and 3, to get more of them ready for the STEM classes (instead of the 11mag, 12mag, 13mag pathway) and how do we keep them in the STEM pathway once there and keep them enrolled in the MCAT/algebra externals? (instead of opting to sit an extra internal)	To continue to increase the number of students moving from year 10 into 11maa. To increase the proportion of students in the 11maa/12maa courses who stay entered for and then successfully complete the algebra externals. (so they can move to the next STEM level).	We will continue/expand on the work we started in 2020 on “student led formative assessment”. This will involve using topic outlines for helping students to take responsibility for their own learning. Have I covered this? Have I got it sorted? Should I move on now? Used for years 9 and 10, specifically number, algebra, graphing to help students go from 9 to 10 to 11maa pathway. Also used in 11maa and 12maa for algebra to help students take more responsibility for their learning and stay in this pathway. The peer observations we will undertake will have the focus of helping to share good practice using SLFA across all levels. Observers can offer advice where appropriate and can

		<p>also see how SLFA operates in other classes – enabling them to take away ideas for their classes. These observations will provide rich discussion points for teacher/teacher and teacher/HOD conversations.</p> <p>b)  <b>11maa</b>  2020 50 students enrolled 11maa  32 students sat MCAT  27 students passed MCAT  27 students moved to 12maa  2021 52 students enrolled 11maa  students sat MCAT  students passed MCAT</p> <p><b>12maa</b>  2020 42 students enrolled 12maa  23 students sat algebra ext.  20 students passed algebra ext.  15 students moved to 13calc  7 students moved to 13mas  2021 46 students enrolled 12maa  students sat algebra ext.  students passed algebra ext.</p>
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#### Indicator 4: Ensuring quality teacher practice

**Annual curriculum focused appraisal** has been completed for all teachers of each subject within your learning area.



#### **Collaborative inquiry:** Formative assessment

With the limited time we had in 2020 for professional development in the math department we decided we needed to approach this over 2 years. In 2020 we discussed aspects of assessment for learning and in particular upskilled ourselves in what formative assessment is – how do we use evidence gathered to adapt our teaching to meet learning needs? The work of Dylan Wiliam was key to this.

We identified that we have various strategies in place for the teacher led aspects of formative assessment but that our aim now is how do we move to “involving students as owners of their own learning” i.e. as Dylan Wiliam states – students understanding the learning intentions and being activated as owners of their own learning.

An area that was identified where we needed to improve across the department was in better clarifying/sharing of the learning outcomes with our students (especially given that our maths classes operate across several curriculum levels) to help enable the learner to better understand the learning outcomes which in turn will help students get started on the pathway of being able to assess their own progress against these outcomes. As Dylan Wiliam says, this is what will have the biggest impact on student engagement/learning.

We began producing a 1-page unit plan for each topic with the learning outcomes and some resources (as a starting point for teachers/students) across several curriculum levels. Students will paste this in their book/folder and mark off the pieces they complete as they go. Students can keep a record of what they

have completed, what is still to complete and what level they are working at to help them keep resetting their goals.

This will allow teachers to

- more easily share the learning outcomes with their mixed ability junior/senior class
- help students understand the learning outcomes, where they are leading to and for them to begin to assess their own progress against these outcomes
- allow both teacher and student input into the appropriate curriculum level for each student as a starting point (where am I at?) and the speed of progress they make through the curriculum levels (am I comfortable with this? now, how do I move my learning forward?)

In addition to our department professional development meetings, the peer observations, with their clear focus, were a great learning tool for our teachers as there is a large range of expertise with using student led formative assessment in the classroom. Observers could offer advice where appropriate and could also see how student led formative assessment operated in other classes – enabling them to take away ideas for their classrooms. The peer observations (what teachers both learnt and advice they could offer) provided a valuable discussion base for our teacher/teacher and HOD/teacher discussions. They could take what they had learnt and work out how to apply this to their 2021 classrooms.

**PERFORMING ARTS  
HOD : CAMERON MATTOX**

**TIC FILM : NAOMI MILNER  
TIC DANCE : NARESSA GAMBLE  
TIC DRAMA : FIONA BROWNLEE  
TIC MUSIC : KEVIN ROBERTS**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

**1. Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year

**2. Annual assessment audit Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum
- assessment processes used in Years 9 and 10 are designed to show student progress over time

**3. Annual assessment audit : Years 11-13**

- Practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area
- Practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in my learning area
- All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area
- Teachers check all activities against the indicators used by NZQA for external Moderation in all subjects in my learning area

**Indicator 2: Assessment is at the national standard.**

**1. Competent assessor's statement:**

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)

- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard



To maintain our assessment expertise in the Performing Arts department we take the following steps

- Attendance at Best Practice workshops where possible
- Links with subject associations eg Film, Drama, Music
- External exam marking in some subjects

## 2. Internal moderation process

The department's staff co-moderate samples of their colleagues' students' work for each standard offered.

In Film, the standards are moderated by Andrew Tebbutt (Media Studies moderator) before marks are entered into KAMAR.

In Dance standards are moderated either one of the Canterbury dance teachers nominated or Fiona Brownlie (TIC Drama at Hagley, when the other nominated dance teachers are not available).

3. The annual three- point moderation check [to ensure that moderation is occurring during the year] has been completed for each subject within your learning area.



## Indicator 3: Student achievement data is used to inform future teaching practice

### Subject : Film

#### Part A : Review of 2020

#### Priority target: Level 3 FTV

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
My chosen priority target group was the level 3 FTV; so for a two-year inquiry cycle I focused on level 2 but was trying the same interventions at level 3, to see if a one-year approach could achieve results also. I chose this group, because there is a concern for me that students are attaining UE quals without sitting exams – despite indicators that they would do so successfully [via the results of related internal assessment work, and their success in the mock exams. Given the high level of internal credits gained, it seemed unlikely that my teaching alone will impact their decision to sit/not sit the exam. I needed then, to look at introducing an ethos of exams at level 2, with the hope that a willingness to sit exams regardless of credits needed – as a skill that will be useful at the university level,	At level 2 I remodelled the internal essay topic so that students were given an opportunity to practice their exam essay writing skills within a scaffolded, peer collaboration model. This involved taking time to brainstorm as a class each paragraph and discussing the literacy skills to reach achieved merit and excellence. I then reflected with the class about how their modelled paragraph would measure up against the upcoming exam paper, in relation to the marking schedule. This gave students a confidence in knowing exactly where their answers would sit in the grade boundaries, and why – removing the mythology that exists about exams being “unpredictable”. I used the	<p>In my teaching practice I consciously made explicit links between the internal assessment material and the longer-goal of the external exam.</p> <p>By sitting the mock exam earlier, students were allowed more time to readdress the same material and review their understanding and revise their notes prior to taking the external exams.</p> <p>I also participated in the marking of the level 2 exams to further my understanding of the standard and how it is met, which I believe will improve my teaching practices further in the future.</p> <p>At level 2, the outcome was that we achieved well at A and M, with more students being willing to sit the exam. This was in stark contrast to their prediction that they would not sit the exams unless they needed the credits.</p>

or as a marker to demonstrate an ability to succeed under pressure.	same ethos at level 3, and noticed a much greater confidence in students in that cohort too.	Unfortunately, at level 3 in 2020, students followed through with their decisions made prior to undertaking the internal course work linked to exams, the exam study and the mocks; because they did not need the credits, they did not sit the exam.
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## Part B

### Priority target 2021: Improved achievement at Level 3

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions(specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>1) The group chosen for a 2-year inquiry was improved achievement at Level 2 – with a mind to improving results at level 3 as a flow on.</p> <p>2) This being the second year, the focus is entirely on the level 3 cohort. ** it needs to be noted here that only 3 of the level 2 cohort have re-joined film at level 3. Student retention continues to be an area of great concern in film and a lack of continuity is certainly impacting upon results.</p>	<p>The targeted predictors for improvement was the internal standard that covers the same material as the external. It was hoped that with extra time explicitly linking the ‘representation’ AS91250 internal to the ‘genre’ AS91251 external, and by moving the mock forward, to allow more revision time, the outcomes would improve. The students overall did improve in the internal assessment and this predicted they would do better than previous years in the external. This followed.</p>	<p>I am going to continue the collaborative inquiry topic, raising level 3 achievement levels in external exams.</p> <p>I will follow along the lines of teaching used towards the achievement level at level 2 in 2020, with my current 13FTV cohort, the most relevant internal assessment AS 91491 Demonstrate understanding of the meaning of a media text through different readings.</p> <p>I will use the results of these essays as a benchmark predictor of my expected results in the external exam in 2021. I will set these as targets, and I will include in-class opportunities to test their ability to achieve at the same level with the content of the external exams.</p> <p>I am concerned that, as of this week, when asked whether they intend to sit the exam 9 of 11 students [81%] said they would only sit the exam if they needed credits.</p>

## Subject :Dance

### Part A : review of 2020

Priority target : improved achievement at Level 2 – specifically the external exam

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
<ul style="list-style-type: none"> <li>Historical low number of student 'buy in' to externals.</li> <li>Low engagement and success with the external exam</li> </ul>	<ul style="list-style-type: none"> <li>Changed which external offered. Historically Level 2 Dance usually sit the external (2.7) 91211 Provide an interpretation of a dance performance with supporting evidence.</li> <li>For the first time in 2020 students were encouraged to sit the external (2.8) 91212 Demonstrate understanding of a dance genre or style in context with the hope that the transferable skills learnt in the internals would support and enhance learning and success in the external.</li> <li>A detailed Unit Plan was developed by the relief teacher in collaboration with the TIC, including what prior knowledge, skills, and experiences the students had. Considering relevant literacy, content knowledge/skills, key competencies, prior learning, and combined Levels 1 &amp; 2.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative inquiry focused on externals within the PFA department (started in 2020, continue in 2021)</li> <li>Detailed unit plan with specific learning outcomes, teaching and learning processes and evaluations</li> <li>Relief teacher reported on exam teaching and learning process to TIC</li> <li>Still a low number (2) of student 'buy in' to sit the level 2 Dance exam. Despite changing the standard and the relief teacher and TIC developing a detailed and specific unit plan and resources. Identified, strengths, limitations and modifications to the unit. Identified and taught to students specific learning needs. On a positive, the results reflect that Hagley are meeting the Decile and above the National Standard at level 2. However, no Merits or Excellence. So below the National Standard for M &amp; E.</li> </ul>

### External Results Review

Class	Year	Standard	Title	Total Entries	ABS	%	N	%	A	%	M	%	E	%
12DSE	2019	91211	Provide an interpretation of a dance performance with supporting evidence	9	5	55.5	0	0	3	75	1	25	0	0
12DSE	2018	91211		11	4	36.4	0	0	1	9.1	6	54.5	0	0
12DSE	2017	91211		9	3	33.3	2	22.2	3	33.3	0	0	0	0
12DSE	2016	91211		8	3	37.5	1	12.5	4	50	0	0	0	0

### Part B

#### Priority target 2021: Improved achievement at Level 2

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice b) Measurement tools to evaluate the difference
<ul style="list-style-type: none"> <li>New students enrolled each year (some year 13 or adult learners, and often students are new to Hagley)</li> </ul>	Higher engagement and success with the external exam	<ul style="list-style-type: none"> <li>Collaborative enquiry focused on externals within the PFA department (started in 2020, continue in 2021)</li> <li>Specialist department workshops e.g. Marie Stribling Tuesday 2<sup>nd</sup> March 2021</li> </ul>

<ul style="list-style-type: none"> <li>• Year 12's who have not studied Dance at Year 11</li> <li>• Relief teacher from August 2020</li> <li>• Management combined Year 11/12 Dance 2020 – continuity of programme challenges and teaching two levels at once.</li> <li>• Limited time – due to working on internals and performances.</li> <li>• Lack of access to devices</li> <li>• Teaching two levels at once</li> <li>• Not traditional classroom space</li> <li>• Students with specific learning needs</li> </ul>		<ul style="list-style-type: none"> <li>• Professional readings</li> <li>• Develop strategies as part of the collaborative enquiry</li> <li>• Share Excellence exemplars with students</li> <li>• Share and create new resources</li> <li>• Start the externals unit earlier in the year and chip away at it over a longer period of time.</li> <li>• Newer and more relevant and helpful resources (websites and clips) were found later in the unit – may have been helpful towards the beginning of the unit</li> <li>• Desks and chairs may be beneficial to help students focus</li> <li>• Book a computer lab in future – to enable more information literacy skills to take place and make use of the content on teams</li> <li>• Split up the levels earlier – keep each group specific on their LOs, instead of trying to do a holistic overview</li> <li>• Instead of looking at Contemporary which is broad – select either Modern dance OR Martha Graham Style</li> <li>• If taking a research approach again, provide students with a frame to analyse each website with (Scaffold the process: e.g. Name the site, find three key points related to...., why are these important? Where did they originate? Etc.)</li> <li>• Continue to teach to the strengths of the unit e.g. students respond well to visual stimuli and reading out loud.</li> </ul> <p>b) NCEA achievement data analysis</p> <ul style="list-style-type: none"> <li>• Collaborative enquiry analysis</li> <li>• Observations/discussions</li> </ul>
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## Subject : Drama

### **Part A : Review of 2020**

**Priority target:** Increase in attainment of Year 11 students:

Achievement in the external Drama exam has been an ongoing issue. Hagley's internal NCEA Drama results are often above the national average, but this strength has not been reflected in the external results. The 2019 Year 11 AS90011 external results were particularly disappointing.

<b>Level 1 Drama exam AS90011</b>	<b>No. 11DRA students</b>	<b>NA %</b>	<b>A %</b>	<b>M %</b>	<b>E %</b>
<b>2019</b>	16/19	44	44	12	0
National		24	46	22	8
<b>2020</b>	11/16	9	27	46	18
National		24	46	22	8

Issue	How was the issue addressed?	Outcomes linked to student achievement
<p>Poor exam results and low attendance rates are of concern. The 2019 Year 11 AS90011 exam results were noticeably low.</p> <p>Seven students (44%) did not achieve the standard, seven students (44%) gained an Achieved grade, and two students (12%) were awarded a Merit.</p> <p>No student gained an Excellence grade. These results were considerably lower than the 2019 national average.</p>	<ul style="list-style-type: none"> <li>• Taking a more holistic approach, integrating practical and theoretical content, and referencing how each practical performance standard relates to the exam.</li> <li>• More scaffolding around how to interpret and effectively answer exam questions, using drama specific terminology.</li> <li>• Professional development: an exam preparation workshop, where Canterbury Drama teachers shared their approach to exam.</li> <li>• Due to the disruption caused by Covid 19, fewer Level 1 standards were offered in 2020. AS90997 – Devise and perform a drama, (5 credits) was not attempted.</li> </ul>	<ul style="list-style-type: none"> <li>• The 2020 Level 1 Drama exam results improved significantly, with only one student (9%) not achieving, a majority receiving a Merit grade (46%) and two students (18%) gaining Excellence.</li> <li>• More time and energy was spent preparing students for the 2020 exam, but this resulted in fewer standards being offered. AS90997 – Devise and perform a drama, (5 credits) was not attempted, so fewer Drama credits were achieved for the year. This resulted in fewer students gaining 14 or more credits (1/5 of 80 credits needed to achieve L1).</li> <li>• A negative outcome during 2020 was fewer students attempted the standard at all. Only 69% of 2020 students chose to sit the exam, compared to 84% of 11DRA students in 2019. The number of students choosing to sit the exam dropped by 15%.</li> </ul>
<p>Another factor that may have helped improve the 2020 results was the ability to discuss professionally filmed theatre performances in the exam. Live theatre venues were closed due to Covid 19, so students were able to analyse international productions. The chance to frequently re-watch significant scenes gave the students a better understanding of how the director and actors used drama elements, conventions, techniques and technologies to create meaning. In the past students attended live theatre productions and usually had only one chance to view the performance.</p>		

### Part B

**Priority target 1 2021:** Increase in Level 3 and/or UE attainment - Improved engagement and achievement for the AS91518 external exam.

	No. 13DRA students	NA %	A %	M %	E %
<b>2020</b>	11/22	18	27	46	9
National		24	46	22	8

Possible reasons for this identified underachievement:	Targets for improved outcomes for students in 2021:	a) Interventions which will be implemented to address this. b) Measurement tools to evaluate the difference
<p>The numbers of those choosing to sit the exam is low. In 2020 only 50% of the class attempted the AS91518 external, (11 out of 22 students).</p> <p>Student voice informed me that some students had already</p>	<ul style="list-style-type: none"> <li>• Increasing exam engagement by taking a more holistic approach, integrating practical and theoretical content, and referencing how the</li> </ul>	<p>a)</p> <ul style="list-style-type: none"> <li>• Department wide collaborative inquiry</li> <li>• Student voice</li> <li>• Professional development</li> <li>• Teacher observation</li> </ul>

gained Level 3 and/or UE in Drama, so did not “need” the standard. Two students did not feel confident that they would gain a Merit or Excellence grade in the exam, so again opted out as it seemed too much work without the guarantee of gaining endorsement in Drama.	<p>practical standards relate to the exam.</p> <ul style="list-style-type: none"> <li>Better scaffolding of exam prep, spending more attention on the sociological and political message and relevance of live theatre.</li> <li>More explicitly teaching literacy skills through Drama.</li> </ul>	<p>b)</p> <ul style="list-style-type: none"> <li>Results and statistics</li> <li>Student voice</li> </ul>
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### Priority Target 2 2021: Improved Maori and/or Pasifika achievement

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021	<p>a) Interventions which will be implemented in your subject area to address this.</p> <p>b) Measurement tools to evaluate the difference</p>
<p>Few ākonga Māori choose to study Drama, and most decide not to sit the external exam.</p> <p>For example, in the 2020 11DRA class only one ākonga Māori enrolled, compared to 16 Pakeha. In 13DRA the statistics were higher with three Māori out of a total of 19 ākonga. None of the three 13DRA Maori students elected to sit the exam.</p>	<ul style="list-style-type: none"> <li>Mana Motuhake = set high expectations for Māori students and attempt to invest in their autonomy and success.</li> <li>A more culturally responsive approach in Drama, looking at what Māori success looks like from a Māori perspective.</li> <li>Student voice = consult with ākonga Māori about the course content so understand from a Maori perspective. Also asking what could help them feel more likely to take the subject and/or complete the exam standard.</li> <li>Better contact and collaboration with whanau and the Māori performing arts community.</li> </ul>	<p>a)</p> <ul style="list-style-type: none"> <li>Consultation with Māori experts and practitioners</li> <li>Teacher observation</li> <li>Ākonga voice</li> <li>Member of the Te Taura o Otautahi Kāhui Ako group</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>Statistics</li> <li>Ākonga voice</li> <li>Feedback from Māori experts/practitioners.</li> </ul>

### Subject : Music

#### Part A : Review of 2020

#### Priority target: Improved achievement at Level 2

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
Level 2's "Not Achieved" rate was significantly lower than the national stats in 2019. For example, National stats for AS91271 Composition standard in Level 2, "Not Achieved" rate was 17%, whereas Hagley College's "Not	<p>We emphasise the completion of the task and encourage students to co-create some of their compositions.</p> <p>We have invited a songwriter professional from the NZ Music Commission, Sacha Vee.</p>	Despite losing vital classroom teaching time due to the COVID and lockdown, students progressed well. National stats for “Not Achieved” rate for AS91271 was 14.7%, whereas Hagley College’s rate was 19.2% in 2020. This represents

<p>Achieved" rate was 59%, which means 42% more students did attempt but failed for this standard.</p>	<p>Encourage students to enter the songwriting competitions.</p> <p>Monitored progress on OneNote/Teams.</p>	<p>a narrowing of the gap from the results of 2019.</p> <p>The most of internal standards for Level 2 were on par with the National stats. However, between 60 to 66.7% of students did not Achieve for the external exams. We realised that the current external exams' measurement is not suitable for some of our students.</p>
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**Part B**

**Priority target:** improved achievement at Level 3 and UE in 2021.

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>The 2020 data shows that most of the internal standards we offer are on par with the national stats, apart from composition and songwriting standards. The external exam results showed 100% failed results. Most students in the 2020 cohort opted out from the external exams. 2 students decided to repeat Year 13 and came back in 2021. They also did not attempt external exams.</p>	<p>There are 14 Year 13 School of Music students and 22 Year 13 Mainstream Music students in 2021.</p> <p>Of those 36 students, a couple of students are not planning to obtain UE at this stage. Therefore, we should have at least 34 students gaining UE credits this year.</p>	<p>The interventions we will be using are as follows:</p> <ul style="list-style-type: none"> <li>- Scaffolded teacher instructions</li> <li>- Implementing project-based learning</li> <li>- Implementing the guided discovery learning in order to enhance students' experience and encourage to grow self-efficacy.</li> </ul> <p>All the above methods will be reflected during a weekly meeting on Tuesday.</p> <p>The measurement we will be using are both qualitative data (students voice), and quantitative data (how many students obtained UE and how many students gained Level 3 certificate).</p>

**Indicator 4: Ensuring quality teacher practice**

1. Annual curriculum focused appraisal has been completed for all teachers of each subject within your learning area.



**Professional development**

Before the College closure due to the pandemic, the department had met and decided that the collaborative inquiry over the next two years was to improve external exam engagement. From discussion, this appeared to be a common thread throughout the sub-departments in Performing Arts.

2020 proved a challenging year due to the lockdown early in term two. The enforced lockdown halted any professional development physically as a group i.e. meetings in person etc, however, this did not stop our meetings online to discuss findings from research and the structure each sub-department was going to undertake over the next two years. Robust planning with informed data would give us an indication in which direction each discipline was going to take. Each staff member reviewed the data from their area:

Dance/Drama/Film/Music. For staff that did not have external exam results, research on 'exam reluctance' was to be undertaken, this is ongoing over two years.

Jenni Holden came for two sessions and informed us of 'how to read the data' to set a direction for future practice. Nathan Walsh undertook a session on surveys and Teams information.

Marie Stribling has brought her expertise to the department with an initial workshop on specific literacies which enlightened the department and gave them confidence and direction in where to focus on for 2021. A further follow up workshop is planned for early this year.

Professional readings were undertaken by individual staff members with follow up discussions at a department level.

1:1 meetings with individual staff members to determine their direction for professional development specific to their discipline.

Previous to Marie's workshop, we felt the P.D. had allowed us to review our practices, unpack the data and to give us an understanding of what we thought we needed to do to with our teaching practice. The session on specific literacies and the reading and writing practices specific to our subject areas gave us a greater understanding on what is required to find our specific tool kit. Understanding the dominant text structures specific to each discipline will be a great support.

**PHYSICAL EDUCATION & HEALTH  
HOD : BRIDGET FAIRWEATHER**

**TIC OUTDOOR EDUCATION: TONY WRIGHT**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

Evidence from:

**1. Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year



2021 continues the work started in 2020 to ensure Jnr programmes for Physical Education and Health are accurately assessed against NZ curriculum learning outcomes and links to key competencies and values, and appropriately and vigorously gathered. This process also allows progress to be monitored and timely and useful feedback provided.

**2. Annual assessment audit Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum
- assessment processes used in Years 9 and 10 are designed to show student progress over time



As the comment above indicates, further work is being completed in 2020 to ensure suitable evidence can be appropriately and vigorously gathered in Health and Physical Education to meet the above criteria. This also requires awareness, and integration, of the evolving shape of junior reporting.

**3. Annual assessment audit: Years 11-13**

- practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy in all subjects in the learning area
- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in the learning area
- practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy in all subjects in the learning area
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in the learning area
- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in the learning area
- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in the learning area
- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in the learning area
- All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in the learning area



- teachers check all activities against the indicators used by NZQA for external moderation in all subjects in the learning area



\*Note: the nature of Outdoor Education means that opportunities for reassessment of practical work is often not possible. Attendance issues can hamper results more than other subjects.

**Indicator 2: Assessment is at the national standard.**

**1. Competent assessor's statement:**

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)
- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard



Teachers in the learning area maintain their assessment expertise through:

- Membership to NZHEA and PENZ organisations – multiple platforms to discuss resources/assessments
- Updates to performance matrix on NZQA checked yearly
- OED use Skills Active resources for assessment and attend associated PD
- EONZ membership
- NZOIA qualifications held by various OED teachers and complete associated PD to revalidate when required (as table below indicates)

NAME	Bush	Rock 1 incl lead climbing endorsement	Kayak 1	Alpine 1
<b>Tony WT</b>	Awarded 2012 Expires 30/6/23	Revalidated Nov 2019 Expires 30/6/22	Revalidated Oct 2020 Expires 30/6/25	Revalidated 30/9/19 Expires 2024
<b>Dave HD</b>	Awarded 2012 Revalidated Nov 18	Revalidated 2017. Expires 30/6/21	Revalidated Feb 2017. Expires 30/6/20	Revalidated 30/9/19 Expires 2021
<b>Dan Jakes</b>	Next objective	PD Nov 2019 Assessment for the award in Mar 2020 Rock 1 awarded in 2020	Personal experience	

### Internal moderation process:

Shared standards are internally moderated by the other teacher using the standard. Assessment tasks used in similar classes (e.g. 11PED/11OPE and 12PED/12SED) use same assessment task with only slight changes where context may vary, and moderate task together. Robust discussions take place, and other teachers may be included if required, to ensure accuracy and consistency.

The annual three- point moderation check [to ensure that moderation is occurring during the year] has been completed for each subject within your learning area.



### Indicator 3: Student achievement data is used to inform future teaching practice

#### Subject: Health

#### Part A

**Priority Target:** Improved achievement at Level 2

Issue/ reason for choice	How was the issue addressed?	Outcomes linked to student achievement
<p>Poor time management by students was identified as a significant contributor to poor achievement. The volume of writing in assessment tasks was identified as a barrier and the time allocated for task loads. Measurement was largely reliant on results however the nature of this cohort makes the data inconsistent. There were 15 students on the roll, however poor attendance meant only 4 of the 15 students attended consistently. A further 5 students attended intermittently, and the remaining 6 students had extremely poor attendance and engagement. Of those that did attend, they were engaged in the learning, however failed to complete assessments and meet deadlines. Covid lockdown also placed undue pressure on timing/task load for the remainder of the year.</p>	<p>Assessments were adapted to a template form that helped students chunk their information and meet the assessment requirements using a coherent structure.</p> <p>Students also had access to resources and the Teacher via TEAMS</p> <p>The teacher could also check their progress on TEAMS and provide more immediate feedback.</p>	<p>15 students</p> <p>4 students over 80% attendance</p> <p>20 credits available</p> <p>3 students achieved 5/20 at achieved</p> <p>1 student achieved 10/20, 5 at merit and 5 at excellence</p> <p>2 students attempted the external exam, 1 achieved.</p> <p>The student who achieved 10/20 at merit and excellence has a strong literacy background.</p> <p>The 2 students who achieved 5 credits internally participated in the community project and were invested in the process.</p> <p>The one student who attempted the external and passed, did not complete any work throughout the year.</p> <p>The poor attendance is indicative of the low achievement, of those who did attend, although their engagement in learning was positive, they expressed that their work incompleteness was due to the stress of Covid and trying to allocate their time to</p>

		<p>a selection of assessments they had to prioritise.</p> <p>However, TEAMS has helped contribute to more effective ways to communicate information and allow students access to feedback. Ideally this will benefit students time management moving forward.</p>
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## Part B

### Priority target: Improved achievement at Level 1

Achievement throughout the year improved slightly after returning from the Covid lockdown which had a significant impact on the first assessment. 2 students achieved 1.1, 19 attempted 1.3 and 17 achieved, 20 attempted 1.4 and 15 achieved, 20 attempted 1.5 and 16 achieved.

Achievement levels:

0 credits	4 credits	8 credits	12 credits	17 credits	20 credits
4	1	1	16	4	1

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>1. <b>Time management:</b> Incomplete assessments was a noticeable barrier to achievement and students who struggled to stay on task during class and in online learning tasks often missed deadlines to complete their work.</p> <p>2. <b>Comprehension:</b> Students misinterpreted some of the instructions/assessment requirements which prevented them from meeting the assessment standards</p> <p>3. <b>Timing:</b> Students did not receive adequate explicit teaching in 1.1 due to Covid</p>	<p>We would like to see majority of students achieving 3 of the 4 internal assessments (a minimum of 12 credits). Ideally from 1.1, 1.3 and 1.4. It is reasonable to expect 80% of the roll to attempt the external exam with 80% of those achieving. <i>(this may be dependent of credit totals and 'need' to do this exam at end of year for Level 1 achievement and/or endorsement goals)</i></p>	<p>*Explicit teaching in 1.1: direct the goal setting with a restricted list of options to choose from, with explicit "planning" and teaching around barriers/roadblocks before commencing the 3 week log.</p> <p>* 1.3 Model off the level 2 managing change assessment and remove the scenario based assessment. Allow students the ability to apply the concepts in their lives to build interest and make it meaningful</p> <p>* The goal is to have higher percentage of students completing and achieving the assessment. Engagement should improve with 1.3 and log entries should be more explicit in 1.1.</p>

**Subject: Outdoor Education**

Covid has had a significant impact on our programmes in 2020. For this reason no data has been analysed.

**Subject: Physical Education**

**Part A: review of 2020**

**Priority target: Improved achievement at Level 2**

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
Large cohort engaging with 12SED assessment tasks with relatively consistent attendance. However 17/30 achieved fewer than 10 credits. Only 1 achieved 14+ credits	The interventions attempted were to modify how students interpreted the task (2.7) to ensure adequate time was given to the practical as well as the written component. Additionally, the final report was 'chunked' to help students receive suitable amounts of feedback to help them 'stick with it' and complete the entire task.	2020 stats show 10 students achieved (1 Not Achieved, 3 incomplete, 7 did not engage) By chunking the task, it appeared manageable to many students. In the past, the size of the overall task turned many off before they had even engaged. Not all parts had to be completed for Achieved, so by taking away the size of the task for Excellence level at the beginning, more were able to see it was an achievable goal. Scaffolding and introducing parts progressively was useful for this group of students.

**Part B**

**Priority target 2021: Improved achievement at Level 2**

Covid conditions aside and a very small cohort in 2020 – students are underachieving in 2.3. 2020 – 6 students engaged and submitted task with 3 NA, 1 A, 1 E. In 2019 with a larger cohort engaging (19), only 6 submitted completed task.

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<ul style="list-style-type: none"> <li>*insufficient time in classroom post practical lessons to transfer learning and make links</li> <li>*insufficient feedback during task to help students stay focused and recognise ability to achieve</li> <li>*not chunking task to make it manageable so students feel they get behind and can't make sufficient gains to complete it</li> <li>*students don't complete individualised training programme outside of classtime</li> </ul>	<ul style="list-style-type: none"> <li>*firstly, more students will complete and submit task (80%)</li> <li>*ultimately, over 70% achieve task</li> </ul>	<ul style="list-style-type: none"> <li>a) *Allowing a longer teaching and learning programme to ensure practical lessons are followed up with time to ensure students are transferring learning. This will be through a more interactive shared log. Using Teams will help this process.</li> <li>*teacher can provide ongoing support/feedback through training programme and interactions with logbook to help students have adequate understanding as well as evidence to complete the task. Again, work on Teams helps this process. (collaborative inquiry will support this on formative assessment opportunities)</li> <li>*Chunk/scaffold task more effectively so students are not overwhelmed and can see progress.</li> <li>*Provide shared training programme to help alleviate workload that is not necessary for standard achievement</li> <li>b)Completion and submission of task is key indicator of improvement. Ideally this equates to higher success of standard also.</li> </ul>

#### **Indicator 4: Ensuring quality teacher practice**

4. **Annual curriculum focused appraisal** has been completed for all teachers of each subject within your learning area.



#### **Programme of professional development which occurred in 2020**

2020 Collaborative inquiry focused on providing more effective formative assessment learning opportunities and practices whilst becoming more aware of the 'how do we do know' question. Department discussions were specifically focused on the Junior College students in both Physical Education and Health. What are the learning outcomes/aims? How do we give feedback in Health and PE to encourage growth? How do we know they are improving or 'at the level'? What evidence can we provide of this 'learning'? Is this what we report on? The aim of this approach is to begin to piece together small bits of work that had been happening in previous years but needed a more consistent and transparent approach within the expanding Dept. Next steps are to engage with some peer observations to recognise the learning and impact within these classes. Sometimes students have struggled to know what learning 'looks like' in PE and Health.

**PRACTICAL DESIGN:  
HOD : VICKI DIXON**

**TIC SCHOOL OF FASHION: VICKI DIXON  
TIC DESIGN AND VISUAL COMMUNICATION : RYSZARD DYBKA  
TIC DIGITAL TECHNOLOGY : VINCENT BRANNIGAN  
TIC TEXTILES AND HOME ECONOMICS : ROBYN DAVISON  
TIC HARD MATERIALS**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

**Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes
- Where appropriate, programme planning documents are complete and in place for integrated learning programmes in Years 9 and 10
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year

**Annual assessment audit: Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum
- assessment processes used in Years 9 and 10 are designed to show student progress over time

**Annual assessment audit: Years 11-13**

Practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy in all subjects in my learning area

- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in my learning area
- All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area
- teachers check all activities against the indicators used by NZQA for external moderation in all subjects in my learning area

**Indicator 2: Assessment is at the national standard.**

**Competent assessor’s statement:**

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert) ✓
- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard ✓

**Internal moderation process**

Moderation teams are established and time is allocated to ensure these processes are followed in a timely manner. Where an in-school expert has not been available a moderator buddy has been established with another school.

BCITO moderation is done annually by attending the appropriate regional meeting. This process also takes place with Service IQ and is attended by Hagley staff.

The annual three- point moderation check [to ensure that moderation is occurring during the year] has been completed for each subject within your learning area. ✓

**Indicator 3: Student achievement data is used to inform future teaching practice  
School of Fashion**

**Part A: Review of 2020**

**Priority target:** Assessment completion in Level 3

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
<p>The main issue identified in the School of Fashion was a drop off in assessment completion and a withdrawal from Photography. Only 2 students completed the folio for Photography in 2019 from an initial 13 student enrolments</p>	<p>This issue was addressed by creating a holistic approach to all the Fashion School sub-subjects and integrating Photography into the programme in- house. Documentation was achieved using student websites that were ‘real world’ focused from which the evidence required for a range of Achievement standards and unit standards was harvested. This supported holistic teaching practices and added depth and breadth to the learning.</p> <p>:</p> <p>All the students who submitted work achieved the Pattern making unit standards. The results at Hagley for achievement standards is low in comparison to the National Statistics; however there are other factors in play here. Fewer numbers of adolescent students attend this course with the majority looking at skill building rather than NCEA achievement. Many students attend while working full time and a large number have health issues. These contribute to the lack of achievement in the statistics.</p>	<p>The data supported this move as more students engaged in the assessments with higher levels of achievement. 7 students completed 2 internal Photography standards and 4 students who submitted passed the external folio with an achieved grade.</p> <p>Qualitative data however shows a greater engagement with the work and greater output. With increased focus on holistic teaching I believe the achievement statistics in the internal and external standards will continue to increase.</p>

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**Part B**

**Priority target:** Continued improved achievement at Level 3

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice b) Measurement tools to evaluate the difference
<p>Under achievement in level 3 was identified prior to 2020 and the targeted response to this improved the outcomes for students. There is still work to be done in this area however the initial findings will indicate that the Holistic approach is working.</p> <p>Attendance continues to be a problem with 64% by November. To address this problem the work room is now closed after hours. This move has ensured students are attending during class time not arriving after class and working independently into the evening. This change has shown greater engagement and a clearer understanding of expectations in the first quarter of term 1 2021.</p> <p>Secondly a work from home option has been established where adult students can nominate to work from home when necessary following the class plan on teams and the class wix site. This has enable more flexibility and a higher expectation than previous.</p>	<p>The targets for 2021 are to strengthen the holistic approach to teaching and learning in the School of Fashion.</p> <p>Monitor progress more closely and scaffold the photography systematically so that understanding is built towards the folio.</p> <p>Improve the cultural responsive nature of the course with the introduction of a cultural awards show in July.</p>	<p>In 2021 Peer observations have begun in term 1 with the view to identify what good practice looks like, what impact the teaching is having on student engagement and where possible linked future collaboration might exist.</p> <p>Departmental Professional development will focus on the collaborative process, where culturally responsive practice can be improved and what that might look like and ways of increasing achievement across the board.</p> <p>Throughout this process regular feedback sessions will be timetabled where both qualitative and quantitative data are analysed.</p> <p>The department has agreed to work on a collaborative inquiry that will assist us in finding ways to establish consistency in language and cultural practice across the department with a view to trial collaborative practices.</p> <p>These collaborative trials will see Practical Design begin to form connected and collaborative partnerships beyond the current structure. Already in play this year are partnerships between Raranga (Taonga tech) and Kete Wana Jewellery. A partnership has also been formed with the Fashion school where the skills in Harakeke harvesting and Korowai weaving are underway.</p> <p>Several sub-departments are involved in supporting students in Impact Projects and there a commitment to support and facilitate the running of the cultural awards.</p> <p>The electronics has come into practical design and there are firm conversations on how to move this forward alongside computer science and robotics.</p>

**Subject : Design and Visual Communication (DVC)**

**Part A: Review of 2020**

**Priority Target:** Increased Attainment of First Year 11 Students

What the issue was	How the issue was addressed	Summary of outcomes linked to student achievement
<p>For 2019, the L1 DVC class was entered into 16credits. For 2020 I revised down my expected credit count to 12 but nevertheless focused on the quality of them (ie less NA more ME) to improve on 2019 NAME spread.</p> <p>Most students had not taken part in some sort of earlier DVC program in junior years so students lacked prior knowledge of visual literacy skills, literacy for DVC, and presentation skills.</p>	<p>Focusing on the essence of design, words to use, providing sentence starter sheets, working through examples with students at white board. Building models to connect brain via enabling the senses through tactile reality and thus what the brief is asking the student.</p>	<p>Please refer to tables below. These display comparisons for 2019 and 2020 Hagley College L1 DVC results to National Standard percentage results. Higher student number engaged in the achievement standards for 2020 compared to 2019.</p> <p>Overall results for 2020 had wide variety of results with better left skewing of data (towards ME).</p> <p>Most students in 2020 attained L1 DVC 12 credits overall in M or better.</p>

**Part B:**

**Priority Target 2021:** Improved Achievement at L1

The 2020 initiative continues to be, to teach DVC by using fresh approaches in design. Design is complex and asking students to be “divergent” in thinking, translates into this teacher taking action to deliver digestible bit size pieces of information to connect the dots. This results in constant student numbers for the whole year, because teacher expectations are high, and students can demonstrate that they are achieving in class to their peers.

Possible reasons for iunderachievement	Target set for improved outcomes for students in 2021	a) Teaching Practice Interventions used to implement targets. b) Measurement tools used to evaluate the difference this teaching will make to the student.
<p>The class for 2021 is a mixture of L1 and L2 (total 23 students). This presents a challenge with mixed level teaching.</p>	<p>Results for 2021 will match 2020 results .</p>	<p>a) To retain the focus of the struggling students it is essential to provide an environment with stimulating ideas. For this I use the overhead projector to show movies, project design which is overlaid with whiteboard marker. Modelling is encouraged.</p> <p>In addition, for 2021;</p> <p>a) Goal setting book. After having a conversation with a student. I record the ideas from it and what the next agreed goals would be between the teacher and student. The positive outcome from this exchange would be for the student to be at home and able to complete take work home and bring it completed next time.</p> <p>b) The initiatives in improved outcomes for struggling students that worked with lower achieving students in 2020 are used in 2021. These include i) identifying students who are struggling ii) complete work alongside them to generate ideas. iii)</p>

		<p>record the ideas in the goal setting book to revisit their progress.</p> <p>c) Setting goals to the whole class, making sure that all are ready to learn, know what the focus is, and how long they should be spending to achieve them. They then make final copies at home.(less perfection in class).</p> <p>d) Struggling students are familiar with TEAMS for DVC L1 &amp; L2 and know where online help is. They can contact the teacher this way and find resources.</p>
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**Subject : Hard Materials**

**Part A: Review of 2020**

**Priority target :** Increased achievement of Level 1 for first year Year 11 students

Issue/ reason for choosing	How was the issue addressed	Outcomes linked to student achievement
Looking at an increase in level 1 of first year Year 11 students. With an increase in students' numbers gaining level 1 units in my classes should lead onto an increase in numbers of students wanting to gain level 2 credits in the Hard Materials/Practical skills classes. Tools used are the written work presented by the students and the practical projects completed.	By reducing the number of units and allowing the students to choose their projects, from the choice of projects I had to clearly link the requirements for each unit to finished project. Giving the students agency for their projects.	<p>In project-based US 24356 all the students who decided to complete the unit passed 11 PST 7/7, 11 HMT 14/14. Some students decided they did not want to finish the US for a variety of reasons.</p> <p>Using this project based US I could cross reference (dual assess) to other US for additional standards of work. While the criteria was met for the units some students opted to only complete the paperwork for the credits.</p> <p>Looking at the overall data in Level 1 US 24356 there is student diversity in the class and the results of achieved and not achieved closely match the national and decile results. For level 2, US 12932, the results are favourable in comparison with national and decile standards. Other US results for my classes, are also favourable with National and decile results.</p>

**Part B:**

**Priority target 2021 :** Level 2 achievement

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
Level 2 attainment in the joint class of 12 HMT (6) and 12 ROB (6). It was a	An increase of students gaining level 2 credits potentially leading onto	a) Starting the theory and paperwork aspect of each of the units at the start of the lesson even if there are a small number of students present.

<p>clash between the necessary skills of each class along with a combination of many students in the 12 ROB class only in the class to be on the roll, the 12 HMT class students filling in an option on their timetable. It was explained at the beginning of the year I would have to spread my teaching between these two disciplines.</p> <p>Upon reflection of what happened last year those students who turned up late in the class or not at all for a few lessons I found I was helping these students catch up while I need to focus my teaching on the students who turn up on time, and ready to learn.</p>	<p>more students wanting to enrol as a level 3 limited numbers of students ask to work on level 3 projects,</p> <p>BCITO have changed the format of the US I use in all my level 1 &amp; 2 class. The US can be carried out electronically or written, this will allow for students to choose the format they prefer when completing the theory</p>	<p>Then move into the practical aspect of the class. The students who turn up late will have to use the resources which is on teams.</p> <p>To try to have one curriculum level in each timetabled option line to concentrate the resources at each curriculum level. I found that the classes have not only a great diversity of skills and a range of prior knowledge (some have very little) which my lessons are based upon. For example, the hand to eye co-ordination, when using hand tools to cut pieces of wood. This needs to be adjusted and will form my planning for 2021 and so that all diversity including ability and prior knowledge will catered for in my lessons. I felt I spent more time and energy with those with low skill levels and little prior knowledge that this could be another teaching intervention for 2021 to spend more time, energy and resources on advancing students with prior knowledge and skills along with the attitude of turning up on time and ready to learn that they feel confident to take on the level 3 part of the Hard Materials programme.</p> <p>b) Based on my planned teaching foci for 2021, how many students are wanting to continue to carry out a level 3 project.</p> <ul style="list-style-type: none"> <li>• A greater range of personal projects being created.</li> <li>• Checking the markbook results for students who gained at least 15 credits in each of my classes.</li> </ul>
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**Subject :Digital Technologies**

**Part A: Review of 2020**

**Priority Target:** Improved Achievement in STEM subjects

Issue	How Issue Addressed	Outcomes
<p>The digital technologies subjects, computer science, digital technology web design, and electronics are key STEM subjects. Digital technology standards are new. Implementation of the new digital technology standards to improved achievement in computer science, and digital</p>	<p>The issue of was addressed by monitoring significant changes in the core content of both computer science and digital technology web design.</p> <p>In Computer science all resources have been modified to use the Python programming language to enable teaching of new standards.</p> <p>In Digital technology web design server-side scripting has been introduced to enable scholarship level projects to be attempted.</p>	<p>Summary data of student numbers, internal and external achievement, and credit goals have been Included below.</p>

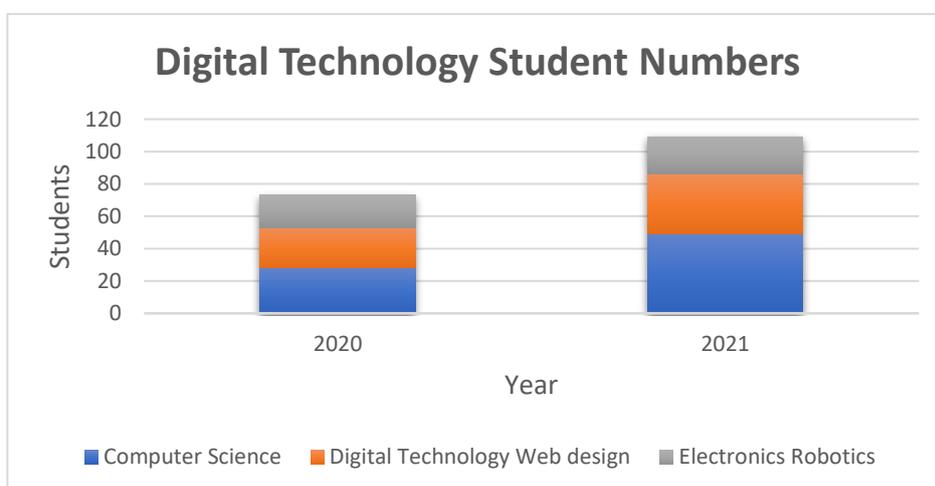
technology web design courses was a priority target.	External assessment has been introduced to all courses to enable course endorsements at all levels. Changes in student numbers, have been monitored. Internal and external achievement, and credit goals have been recorded and compared with national achievement.	
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### Student Enrolment

Student enrolment in digital technology subjects has increased from 2020.

There were 66 students enrolled in senior digital technology web design, computer science and electronics courses in 2020, 109 in 2021. Student numbers will continue to be monitored.

### Student Attendance and change in class size 2020



Given the effects of COVID19, student retention and attendance were not a cause for concern in digital technology subjects in 2020. Student retention and attendance will continue to be monitored and backed up with intervention where necessary.

### Student Achievement in Internal assessments

Hagley Digital Technology results compare favourably with national results.

### Student Achievement in External Assessments

Digital Technology results nationally are poor. In many standards the not achieved national percentage in 2020 was 30% and for schools in Hagley's Decile band the national not achieved percentage is up to 50%. The digital technology standards are new and the assessment are already under review by NZQA.

Level	Course	Standard	Number of Submissions	NA		A		M		E	
				School	National	School	National	School	National	School	National
1	Digital Technology Web Design	AS91886	4	0.0%	24.0%	100.0%	25.6%	0.0%	25.9%	0.0%	24.1%
	Computer Science	AS91887	6	66.7%	35.1%	16.7%	27.0%	16.7%	23.0%	0.0%	14.9%
2	Digital Technology Web Design	AS91899	1	100.0%	26.0%	0.0%	32.5%	0.0%	22.8%	0.0%	18.8%

	Computer Science	AS91898	7	0.0%	29.9%	100.0%	31.6%	0.0%	18.5%	0.0%	20.0%
3	Digital Technology Web Design	AS91909	3	66.7%	19.9%	33.3%	36.6%	0.0%	23.6%	0.0%	19.9%

Overall Hagley's Digital Technology results compare favourably with national results. One course endorsement was obtained in digital technology in 2020. One scholarship entry was submitted in 2020 but not gained.

### Student Achievement of Credit Goals

Student achievement goals are set to enable sufficient credits for level 1, 2, 3 NCEA, and UE. Normally the credit goal would be 16 credits at level 1 and 14 credits at level 2 and 3. Due to COVID 19 these goals were adjusted. Both computer science and digital technology are achievement standard based, UE approved courses. Setting realistic credit goals enabled students to focus on completing work to a high standard as reflected in the internal results.

Level	Course	Students reaching credit goal	Total Students	Goal percentage	Comments
1 14 credits	Digital Technology Web Design	5	10	50.0%	Students not returning after lockdown.
	Computer Science	6	8	75.0%	
2 12 credits	Digital Technology Web Design	5	10	50.0%	Students not returning after lockdown and some students having a personal goal less than 12 credits.
	Computer Science	8	11	72.7%	
3 12 credits	Digital Technology Web Design	3	6	50.0%	Students not returning after lockdown and some students having a personal goal less than 12 credits.
	Computer Science	9	11	81.8%	

### Part B

**Priority Target :** Increased achievement at Level 3, particularly at M and E

Concerns	Targets for improved outcomes	Intervention, Measurement Tools
Few merit and no excellence results in external assessments. Significant number of students with literacy needs. 1/3 of students at level 2 required special assessment conditions.	On going improvement in literacy support and resources for external assessments including continuation of trial run exams. Nationally students are not performing well in digital technology external examinations. This may lead to revision of the exam format.	<ul style="list-style-type: none"> <li>• Collaboration on literacy for exam prep(conditional on external exam format not changing significantly).</li> <li>• Continuation of mock exams.</li> <li>• High expectation classroom</li> <li>• Above summary data will continue to be collected.</li> </ul>
Some students on a dependent student visa not	Increased motivation of all students to take part in	<ul style="list-style-type: none"> <li>• Collaborating with ARA, other institutions, and industry to</li> </ul>

concerned about academic progress	learning and achieve credit goals.	show the benefits to achieving in digital technologies. <ul style="list-style-type: none"> <li>Above summary data will continue to be collected.</li> </ul>
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**Subject :Home Economics**

**Part A : Review of 2020**

**Priority target:** Increase in attainment of first year Year 11 students

Data relating to Hagley students indicates a drop off with engagement of externals (18 students at start of year to 9 entered in external), in part due during 2019 to having 6 adult ELL students who did not want to complete assessment work as their reason for enrolling was to learn to cook NZ style foods.

2019	2020
The Level 1 Home Economics external assessment 90961 was offered as a digital paper. On the day 3 completed the exam digitally and the other student chose to write his answers by hand. All 4 achieved the standard. In 2020 I will again offer the exam as a digital paper.	All students were entered into the digital paper. Later in the year I sought confirmation of choice to use the digital paper from students. This resulted in a change for 3 students all of whom had SAC for externals. Of interest is that the SAC for one of these students was to use a computer and to have extra time. She chose to write her answers on a paper exam. The other two students had a reader/writer so had to use the paper format. 10 students turned up on the day to sit the external in a digital format. Results 4 N/A – lack of attendance and preparation for the exam contributed to these results 4 Ach – 2x SAC reader/writer 2 Merit 1 x SAC paper not digital.

Comparing National Statistics with Results from 11 FON

In Analysing the statistics data for the Home Economics External I am concerned at the high percentage of males who have not achieved compared with the National Statistics. I have an idea of why this might be,

knowing the students well. In comparison, the percentage achievement for females is higher than the decile and national comparison figures.

Summary NCEA Statistics by Standard 2020TT  
Hagley Community College

90961	Home Economics 1.6 - Demonstrate understanding of how packaging information influences an individual's food choices and well-being													
	Label	Total	Not Achieved			Achieved			Merit			Excellence		
			School	NS	Decile	School	NS	Decile	School	NS	Decile	School	NS	Decile
Male	5	80	34.9	38.4	20	49.1	51.4	0	12.2	6.5	0	3.8	3.6	
Female	5	0	19.6	22.4	60	41.2	42.6	40	24.3	22.4	0	14.9	12.5	
European	7	42.9	37.3	46	28.6	69.7	72.9	28.6	29.1	24	0	14.3	13.6	
Maori	2	50	11.9	14.5	50	14.6	12.3	0	5	8.3	0	1.4	1.4	
Asian	1	0	7.6	6.3	100	11.9	12.8	0	4.9	3.3	0	3.8	2.8	
DS	10	40	0	0	40	0	0	20	0	0	0	0	0	
Total	10	40	24	26.9	40	43.5	45.1	20	20.8	18	0	11.7	10	

• National Stats 2020 and Decile Stats 2020

I am especially taking note of the percentage success statistics for Māori students and will use this as my target

project for 2021. The 50% achievement is much higher than the national and decile statistics. However, this is countered by the 50% of not achieved by Māori students. Are these male students? If so what changes can I make to my teaching practice and support for this group of students to succeed in 2021?

#### Analysing use of Digital Exams

Did the digital external option enable a higher level of achievement in this subject?

If I take into account that 2 Merits achieved yes.

If I take the overall number of digital entries compared to 2019, not really as still only 3 students achieved.

I was disappointed at the high number who didn't achieve; however, I think they might have had a little bit more confidence to give the exam a go if they have trouble with hand writing neatly.

In conclusion, I believe that the digital exam option is a way forward for student confidence and enabling success. I will continue to offer this method of external assessment for 11FON. The challenge will be how to ensure this is a good option for Maori male students.

#### **Part B**

**Priority target 2021:** Improved Māori and/ or Pasifika achievement

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools will you put in place to evaluate the difference
The data from the Home Economics Exam for 2020 shows that only 50% of the students who identified as Maori achieved in the exam. The other 50% were identified as male.	To increase the success rate for Maori students in assessment tasks. Including participation in the digital Home Economics exam.	In getting to know my students who identify as Maori I will look to raise my awareness of more oral ways of learning and sharing knowledge with others in a group as they work or relax as this may well be a more comfortable way of learning for some of my Māori learners.  Looking at different forms of evidence for assessment and learning in my classes I will encourage more use of oral evidence to meet internal assessment criteria An example would be the use of voice to text tool for internal assessments.  Often males are reluctant writers so the use of story telling and use of photo/video for practical activities with a word bank are strategies that I will use to enable success for Maori, males students in my classes.

#### **Indicator 4: Ensuring quality teacher practice**

**Annual curriculum focused appraisal** has been completed for all teachers of each subject within your learning area.



#### **Collaborative inquiry**

The collaborative inquiry and professional development within the Practical Design department focused on the transferable skills and what these might look like across the different contexts of Practical design. The establishment of a rubric in Teams allowed for transparency and the sharing of practice. The takeaways from this PD was a wider understanding of the differences in our contexts and the similarities. We explored critical feedback and how this can be effective in improving teaching and learning and

student outcomes. By using a range of techniques that are consistent across the department we felt that we could strengthen and improve our practice. This led to positive professional conversations that affected the teaching practices within the department and led to the possibilities for connected and collaborative practice. Our intention is to expand these areas further in 2021.

**SCIENCE :**  
**ACTING HOD LINDIS CHETWYND**

**TIC PHYSICS : DALE LECKIE**  
**TIC CHEMISTRY: ELVINA STEPHENS**  
**TIC BIOLOGY: TINA MUNRO**  
**TIC HORTICULTURE: JO EATON**  
**TIC PSYCHOLOGY and PHILOSOPHY : RICHARD TWEEDIE**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

**Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes
- Where appropriate, programme planning documents are complete and in place for integrated learning programmes in Years 9 and 10
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year

We are currently reviewing and revamping our Y9 curriculum for the year 2021, with an eye towards doing the same for Y10 in 2022. This review provides greater guidance for teachers as to expectation and structure, and aligns with the Nature of Science skills. This skills-first focus allows greater flexibility for cross-curricular connections.

**Annual assessment audit Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum
- assessment processes used in Years 9 and 10 are designed to show student progress over time

In 2021 we have been using the Nature of Science Skills Assessment provided by Education Perfect as a more quantitative method of analysing and monitoring student progress. We administer the test multiple times throughout the year and track student progress.

**Annual assessment audit : Years 11-13**

- Practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy for all subjects in my learning area
- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy for all subjects in my learning area
- practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy for all subjects in my learning area
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy for all subjects in my learning area
- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy for all subjects in my learning area
- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy for all subjects in my learning area

- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy for all subjects in my learning area
- All activities used are appropriate, fair and offer valid assessment opportunities against national standards for all subjects in my learning area
- teachers check all activities against the indicators used by NZQA for external moderation.

Communication has been made with all students and staff that the resit policy has changed for this year – resits are only for students who did not achieve to move to an Achieved mark.

**Indicator 2: Assessment is at the national standard.**

**Competent assessor’s statement:**

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)
- Moderation reports for all standards moderated in 2019 confirm that activities and assessment practice has been verified as meeting the national standard

Teachers in my learning area maintain their assessment expertise through attendance at

- Canterbury Science teacher’s Association meetings
- Subject cluster meetings
- Discussing with other schools and various teacher Facebook groups

**Internal moderation process** that all teachers in your learning area use to moderate student work.

All assessments are checked by the TIC before being administered, at the request of the staff member administering the assessment. Finished assessments are moderated by all teachers administering that assessment and the TIC of the subject. Any grade boundary questions are addressed at this point. The Moderation Cover Sheet is filled out and a copy is given to the HOD. The other copy is attached to the saved assessments, which are stored in file cabinets in the classroom. Assessments returned digitally are saved on the departmental Sharepoint with their location noted on the cover sheet.

The annual three- point moderation check [to ensure that moderation is occurring during the year] has been completed for each subject within the learning area.

### **Indicator 3: Student achievement data is used to inform future teaching practice**

#### **Part A : Review of 2020**

##### **11 Science**

Since 2019, the percentage of students not achieving has decreased from 43% to the mid-30s, a continued decrease from 2016, where the number stood at 50%. Merit and excellence marks, however, still trail national numbers and could stand further improvement.

##### **Chemistry**

Overall, fewer of our students achieve the internally assessed standards and fewer gain Excellence grades than students nationally. A number of our students do not attempt the externally assessed standards and of those who do, fewer gain Excellence grades than nationally. To gain the required 12 credits (in 2020) for UE at NCEA Level 3 students must pass both externally assessed standards. As a consequence, only 55% of Level 2 students and 13% of Level 3 students achieved 12 credits or above. For further data, see the full Chemistry report.

##### **ESS**

In 2020, L3 ESS showed a marked improvement over 2019 results. Research standards in particular showed higher results. However, external assessments showed a drop in achievement when compared to overall national achievement levels – many students chose not to sit the exams at all. Overall student numbers at L2 were quite low, and therefore very conclusions can be drawn. However, it is true that no students achieved 14+ credits. This is an improvement from the previous year, which saw only 3 students gain 4 or more credits over the entire year. For further data, see the full ESS report .

##### **Physics**

In L2 Physics in 2020, students got a lot of Achieved credits and not very many Excellence credits. Slightly less than half of students got 14+ credits (slightly more than half got 12+). Students generally performed better on internals than on externals. In L3 Physics, slightly more than half of students got UE in this subject, an improvement from previous years. Many students, despite achieving well throughout the year, either did not attempt or did not achieve the external assessments. For further data, see the full Physics report.

##### **Horticulture**

Horticulture standards in 2020 were only offered at L1 of the NZ curriculum. Only one students attempted all 3 standards offered, although the whole class attempted one standard. Results were generally good, although with the sample sizes present it is very difficult to draw meaningful conclusions. For further data, see the full Horticulture report.

##### **Biology**

In 2020 at Level 3, students are generally achieving at the national level for internals, with the exception of fewer Excellence marks. There was an improvement in 2020 from previous years, but results remained lower than national levels. In L2 Bio, the story was much the same – an increase in marks, but still remaining below national levels.

##### **Year 12 Psychology**

In 2020 the target was to improve % completion rate Of 12+ credits. A significant intervention implemented was to co-construct with students' short-term in class goal setting with selected students. The data matches the impression that, due to covid lockdown, fewer students achieved higher Grades *cf* previous years. Despite this, a similar percentage of students Achieved the 2020 criterion of 12+ Credits. (2019- 64%/ 2020- 66.7%)

**Part B:**

Priority targets 2021: 1)Improved Māori achievement  
2)Improved achievement in STEM subjects

Possible reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p><b>Science</b> Science standards in Y11 have been streamed, with a mainly-external course and a mainly-internal course. This could have contributed to underachievement</p>	<p>Proportion of students not achieving should continue to drop, and we will strive to meet national numbers for merit and excellence</p>	<p>This year we are offering total internal choice to our Y11 students – they may choose whether to take internal or external assessments on a per-topic basis. This will allow student interest to drive achievement to a greater degree, and should also increase student confidence.</p> <p>We will aim to increase the proportion of students moving from Y11 science to some sort of Y12 science, with a particular focus on students who have attended Hagley from Y9. Kahui Ako data should support this aim.</p>
<p><b>Physics</b> Many students declined to take the external assessments – this had a detrimental effect on results</p>	<p>Aim to increase proportion of students gaining high grades (M/E) in externals, especially in Level 2 Physics.</p> <p>Decrease the NA to near 0%.</p> <p>Ensure 60%+ gain 14+ Credits in Level 2 and 3</p>	<p>A) Produce a range of prepared video content for students to access as a means of pre-class learning and revision material (flipped learning).</p> <p>Consistent, repeatable, low stakes digital assessment to allow students to accurately gauge their progress and continually strive to improve (assessment for learning).</p> <p>B) Utilising data from digital assessment, small fortnightly assignments and summative assessments</p>
<p><b>Horticulture</b> Lack of students entered for all subjects due to redesign of the class structure.</p>	<p>A new course has been designed for 2021, which again has different standards on offer. Participation in end of year externals is a focus.</p>	<p>Course has been repackaged as sustainable science and has incorporated content from multiple streams of science. The aim of this was to achieve higher engagement, and show students various career pathways from the subject content.</p> <p>Comparison of achievement data for the standards previously offered.</p> <p>Resources from 2020 have been sent away for external moderation for 90157, which has been the standard with highest engagement over the previous 3 years.</p>
<p><b>Psychology</b> Various reasons derived from areas such as, home, school setting, curriculum/ resource materials, feeling of classroom inclusiveness and acceptance.</p>	<p>Priority target: Improved Māori achievement 2021 across Psychology classes To improve on 2020 data: 56% obtaining 12+ Credits</p> <p>Credits per year level</p> <p>YR 11: 0,15,18 YR12: 0, 10, 13 YR13: 6, 15, 19</p>	<p>Interventions Increasing Māori themes and topics such as including Kaupapa Māori theory into research ethics. Enhancing mana by accepting and building on student responses</p> <p>b) Measurement tool : Percentage differences in achieving 12+ Credits</p>

<p><b>Level 3 Biology</b> In Level 3 Bio the internals were completed in an online format. Students were able to submit assessment for feedback and if students did not complete the assessment at the Achieved level, they were able to resubmit to gain the line for Achievement.</p> <p>Students had a teacher who had not taught Level 3 Bio prior to 2020. Lack of experience may have resulted in the difference. Experienced teacher in the subject area for internals may guide students in feedback given in a manner that may have given students a better understanding of expectations.</p> <p>Students did however show a gain in overall attainment levels in Externals. This could have been due to the use of Education perfect and the Scipad to improve student exposure to exam questions as an opportunity to use assessment for learning and feedback</p> <p><b>Level 2 Biology</b> The overall trend in Level 2 Bio showed an increase in Achievement in all standards.</p>	<p>Target 2 Improved STEM targets. As we are a STEM subject, improving achievement is an improvement in STEM.</p> <p>Target 4 – Part a) engagement The level of participation in assessment both internal and external appears to decrease as the year progresses.</p> <p>For all levels ensure that students do not opt out of internal assessment. Attempt to encourage a target of 80%. For both levels.</p> <p>In 2019 Internals for Level 3 bio post completion of the 1<sup>st</sup> internal assessment there was only 62.5% participation and in 2020 56.5 % participation in the 2<sup>nd</sup> assessment. This decreases further for the 3<sup>rd</sup> assessment.</p> <p>And level 2 bio there is greater consistency between uptake for standards through the year.</p> <p>However, the number of students sitting externals decreases. So the goal was to increase to 80% so, for 2021, a shift to 90%. In 2019 only 57% of students sat externals. And in 2020 80% Engaged in sitting externals.</p> <p>Target 4 – Part b) – The goal in 2021 Will be to hopefully via improved engagement and participation have improved</p>	<p>Teachers will continue to rewrite assessment that was previously sat in exam conditions to reflect the intentions of internal assessment to ensure it provides students equal and fair access to success.</p> <p>Allow students to create ‘cheat sheets’ for research they can access as memory joggers.</p> <p>If students doing a practise task, allow students access to their practise task during assessment.</p> <p>All internals will be completed online via assessments in Teams, to ensure all students are able to have timely and relevant feedback to ensure access to success.</p> <p>Students have the opportunity to complete tasks in format that best meets their learning needs and style. Eg: poster, report, essay, ppt, voice to text.</p> <p>This is especially important in 2021 as the Biology department has new staff who are at in the first 2 years of their teaching career. This will allow more experienced staff to pass on teaching tips and ideas, and clarify key points gained from teaching experience that need to be reinforced to students that may be vital for assessment.</p> <p>Continue to place all files on Teams, to allow students easy access to relevant notes and readings, allowing access to information even for those who are absent due to physical and mental health reasons.</p> <p>Target 4 – Part B – Ensure the continued use of assessment for learning tools and techniques , giving students access to Education Perfect so that students are able to access feedback on tasks completed so they have a clearer understanding of the expectations and question types that they will experience in exams. Utilise past exam papers so students have experience of content in a variety of contexts, so exams format have greater familiarity.</p>
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	<p>Achievement for both levels. Our levels of Achieved and Merit For internal and externals have results close to or higher than those of the National stats, however, we are still not achieving the goals for Excellence. This is not consistent across standards, there has been an overall improvement. Target for 2021 will be an improvement in Level 2 from 12% getting Excellence to 20% And in Level 3 40% in internals and 20% in externals. This would be consistent with National levels.</p>	<p>This is especially important for new and beginner teachers.</p> <p>Unpack internal standards and teach top down. And have access for students, exemplars of Excellence tasks.</p> <p><b>b)Measurement tools to evaluate the difference</b></p> <p>Assessment results, practise tasks tests, student feedback.</p> <p>Peer observation.</p> <p>Use of Education perfect tasks and reports to evaluate student progress and target students for tutoring or whole classes if ideas or concepts students are unsure of are more widespread.</p> <p>Teachers able to access student work on Teams, give feedback and see that students have accessed and implemented that feedback.</p> <p>This will also allow new teaching staff to refer work or questions to experienced staff for clarification and identify potential common issues in student understanding. As there are multiple classes in level 2 and 3 this will improve consistency.</p> <p>Shared use of resources will also ensure students have access to the same information across all classes at both levels.</p>
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<p><b>Chemistry</b> 91910 “Quantitative Analysis of a consumer product”: this is a new standard, and it was taught as the last standard of the year with the spring break interrupting the three required assessment sessions. 91166 “Reactivity” and 91390 “Thermochemistry”: These standards were taught during lock-down and a number of students did not engage in</p>	<p>Target 1: Students achieving close to the level of achievement nationwide. 91910 80% or above achievement 91388 achievement rate of 90% or above. Target 2: Students achieving at Excellence level 91910 an increase of students achieving at</p>	<table border="1"> <thead> <tr> <th data-bbox="863 1632 983 1711">Target</th> <th data-bbox="983 1632 1272 1711">Interventions</th> <th data-bbox="1272 1632 1501 1711">Measurement tools</th> </tr> </thead> <tbody> <tr> <td data-bbox="863 1711 983 2139">1</td> <td data-bbox="983 1711 1272 2139">The task for standard 91910 at Level 2 will be rewritten to emphasise the teaching of the investigative process. The standard will be taught in term 2 so that time pressure is not a factor. As one of the teachers teaching this</td> <td data-bbox="1272 1711 1501 2139">We will analyse achievement data.</td> </tr> </tbody> </table>	Target	Interventions	Measurement tools	1	The task for standard 91910 at Level 2 will be rewritten to emphasise the teaching of the investigative process. The standard will be taught in term 2 so that time pressure is not a factor. As one of the teachers teaching this	We will analyse achievement data.
Target	Interventions	Measurement tools						
1	The task for standard 91910 at Level 2 will be rewritten to emphasise the teaching of the investigative process. The standard will be taught in term 2 so that time pressure is not a factor. As one of the teachers teaching this	We will analyse achievement data.						

<p>remote learning opportunities as much as in traditional lessons.</p> <p>91388 "Spectroscopic Data": Part of this standard requires basic knowledge of organic chemical compounds. We do not teach Organic Chemistry at NCEA Level 2, which means that our students have to work harder to achieve this standard compared to students nationally. We choose to offer this standard as it provides students with an interesting aspect of Chemistry that is used in many areas, eg. border patrol.</p>	<p>Excellence level from 7.4% to 20% (national stats: 38% 2020).</p> <p>91388 -an increase of students achieving at Excellence level from 13.6% to 25% (national 54.9% 2020).</p> <p>Target 3: The target is to increase the proportion of students achieving 14 or more credits from NCEA Chemistry at Level 2 and Level 3. We will aim for an increase at Level 2 from 45% to 55% and at Level 3 from 13% to 30%.</p>		<p>standard is a PRT, the rewrite will be done collaboratively.</p> <p>The teaching task for standard 91388 at Level 3 has been updated and improved. The teaching of organic functional groups will be given more time and the assessment will take place when students are ready.</p>	
		2	<p>The new task for standard 91910 will emphasise the investigative process and thereby allow a larger proportion of students to demonstrate the critical thinking necessary for achieving at Excellence level. Both teachers will make sure they stress the critical thinking aspects in lessons regularly.</p> <p>The standard 91388 will be delivered in 2021 in flipped classroom mode. This allows the teacher to deliver the main teaching via short videos and to give each student learning tasks in class that are differentiated according to the learner's needs and ability. More time spent in class on practising skills will allow students to work at their individual next steps.</p>	We will analyse achievement data.
		3	To increase the number of students	We will survey student

			<p>taking external examinations in November we will make greater use of Education Perfect. New functions within Education Perfect allow us to set regular quizzes and learning checks. Allowing for multiple attempts emphasises the importance of learning from mistakes and this will strengthen student agency. Setting regular short revision tasks throughout the year will keep externally assessed content in our learner's mind and improve student confidence.</p>	<p>confidence in taking the exams. This survey will take place at least twice (after each unit of teaching an external standard). We will analyse achievement data.</p> <p>For NCEA Level 3 we might consider changing the selection of standards offered in 2022, so that students are able to achieve 14 credits with one external assessment.</p>
<p><b>ESS</b> Small student numbers and the actions of lockdown make the numbers difficult to analyse. More students are engaging in the Level 3 externals in 2020, where none had done in 2019. More students are gaining credits in Level 2 standards, as only internal grades were logged across the all Level 2 standards in 2019.</p>	<p>50%+ students to achieve 14+ credits at Level 3 ESS, allowing them to use it as a UE subject.</p> <p>Ensure 75% of the class attend the examinations, while retaining a high pass rate.</p> <p>Push students in Level 2 and 3 to gain merit and excellence grades, totally 35%+ of total grade distribution.</p> <p>Ensure all students attempt all internals.</p>	<p>Foster the utilisation of creative production to allow students to produce work that not only captures core processes or structures in the curriculum, but also is crafted carefully and thoughtfully, allowing students to consider the concepts being captured in the display.</p> <p>Continually reinforcing learning through collaborative learning of key ideas, either through competition or creative learning experiences.</p> <p>Continually reinforcing a clear understanding of the kinds of content the end of year assessments will contain to help students have peace of mind around the exams.</p>		

**Indicator 4: Ensuring quality teacher practice**

**Annual curriculum focused appraisal** has been completed for all teachers of each subject within your learning area.



**Collaborative inquiry**

The 2020 Hagley Science Department Group Inquiry project was around Assessment for Learning. Teachers undertook various inquiries around those topics, with a focus on internal assessments for senior students. These assessments were reviewed in the context of trying to make sure that they were different from NCEA Externals. This took the form of portfolio-style assessments as well as more open-book options, as well as other modifications. We saw an increase of internal assessment achievement because of this, but also saw a decrease in external performance. However, any conclusions drawn from data from 2020 must take the effects of lockdown into effect.

**SOCIAL SCIENCES  
HOD: TAMARA YUILL PROCTOR**

**TIC BUSINESS STUDIES : NERIDA BRITTEN  
TIC EARLY CHILDHOOD EDUCATION (ECE): JENNY O'SULLIVAN  
TIC GEOGRAPHY : SAKURA SMITHERS  
TIC CLASSICS: ANDREW TEBBUTT  
TIC LEGAL STUDIES: JUDY HOCKLEY  
TIC TOURISM: MARIA PILKINGTON**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at all levels [Years 9 – 13].**

**Course planning documents and related resources**

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes
- Where appropriate, programme planning documents are complete and in place for integrated learning programmes in Years 9 and 10
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and revisited at appropriate times of the year

Teachers provide an overview of the curriculum AOs for the term and year. Through-out the year teacher design learning with students and keep a record of skills covered and AO covered.

Year 11-13 students received a course booklet outlining the learning for the year, assessment, key dates, this is revisited and adjusted as necessary, documents are kept on Teams.

**Annual assessment audit: Years 9 and 10**

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum
- assessment processes used in Years 9 and 10 are designed to show student progress over time

Junior Social Studies has moved to evaluation of student learning over time, using rubrics. Kamar is to be used in 2021 by teachers to record AOs and skills. Rubrics can be co-designed with students or just by the teacher. Rubrics are in place for Achievement Objectives and Skills and can be adapted to make specific to the students. Professional Learning for the Junior Teachers is centred on value added learning and promoting student agency. Set skills for each year level are in place to allow for progression into Senior Social Sciences.

**Annual assessment audit: Years 11-13**

Practices for NCEA programmes with regard to **assessment methods** follow the Hagley assessment policy in all subjects in my learning area

- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **authenticity** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area

- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area
- practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in my learning area
- All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area
- teachers check all activities against the indicators used by NZQA for external moderation in all subjects in my learning area

Teachers within the department follow the school guidelines around assessment and this is reflected in assessments and course information for students in the course booklets. We still have some subjects using timeframes in assessments which is not within the conditions for assessment. This is for open book assessments where student authenticity is a concern. Some subjects are using older versions of assessment but within the time allowed by NZQA.

## Indicator 2: Assessment is at the national standard.

### Competent assessor's statement:

- All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert)
- Moderation reports for all standards moderated in 2020 confirm that activities and assessment practice has been verified as meeting the national standard

Teachers in charge in the learning area maintain their assessment expertise through membership of their subject association.

### Internal moderation process

We follow the school guidelines. All assessment tasks are internally moderated prior to the assessment being given. After an assessment is delivered a minimum of 4 student assessments are moderated, more if necessary. Discussion are had with the teacher and moderator as necessary. TiC look after their own subject area moderation of tasks and assessments. TiC moderate their subject area with the HoD moderating the TiC. Assessments by the HoD are moderated by another expert in the department.

The annual three- point moderation check [to ensure that moderation is occurring during the year] has been completed for each subject within your learning area.

**Indicator 3: Student achievement data is used to inform future teaching practice.**

**Subject: Early childhood**

**Part A: Review of 2020**

**Priority target: Increase in attainment of first year Year 11**

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
<p>Results of 2 students in previous year 2019 that were gaining excellence in other areas but had got merit for the 2 achievement standards offered in 11chi.</p>	<p>I worked on goal setting strategies to help students track where they are at and to ensure they were getting the right feedback more frequently. I used a goal setting which allowed students to look at areas they struggled with as well as strategies to help them achieve their goal. I would then use this to provide feedback on their progress weekly.</p> <p>I also worked on a feedback task where students would look at exemplars of unit standards and highlight evidence. This approach encouraged students to understand what was needed for their tasks.</p>	<p>Students before submitting their Achievement Standard reported that high lighting where the evidence was for A, M, E was helpful and for herself.</p> <p>This clarified for students that they needed to ask questions to get the evidence. “the penny dropped for a few”</p> <p>Also revealed for 2 students’ irrelevant information in their report as it was not highlighted.</p> <p>Next steps are to do this exercise before starting the assignment more work on the students on their own coming up with questions.</p> <p>“What does the teacher need to do?” gave some things I could action.</p> <p>Peer review group conversations feedback based on goal setting sheets could be utilised more.</p> <p>Extension sheet for a few who identified.</p>

## Part B

**Priority target:** Improved Māori and/ or Pasifika achievement

"Inā kei te mohio koe ko wai koe, I anga mai koe i hea, kei te mohio koe. Kei te anga atu ki hea" -

"If you know who you are and where you are from, then you will know where you are going."

Reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>This student had a strong sense of belonging.</p> <p>(2020) 13ECE 1 Pasifika student gained the NZ Certificate in ECE Level 3 1 Māori student left and 1 Pacifica student left.</p> <p>3 Improved achievements for Māori students all levels 2021 (8 students)</p>	<p>To have all Māori and Pāsifika students reach their goals and to find education success while strengthening Māori as Māori by continuing learning in this area.</p> <p>Incorporating into all class activities.</p> <p>What is good for Māori is good for all students. (Learning Te Reo increases education success for Māori)</p> <p>I have a Study award in 2021 to Study Te Reo</p>	<p>Teachers of ECE use resources provided as part of Professional Development and Te reo and Tikanga ECE Booklet . Opening and closing Karakia, Waiata , basic Te Reo use.</p> <p>Own Te Reo Journey Commitment</p> <p>Identify all Pasifika and Māori students in 13ece and 13chi,12CHI AND 11CHI</p> <p>Diligently Monitor progress via goal setting and feedback with ECE classes</p> <p>Use goal setting strategies used in 2020 to help students track where they are at and to ensure they were getting the right feedback more frequently. Use goal setting to allow students to look at areas they struggled with as well as strategies to help them achieve their goal. Use this to provide feedback on their progress weekly.</p> <p>Also work on a feedback task where students will look at exemplars of standards and highlight evidence to encourage students to understand what was needed for their tasks.</p>

## Subject: Business Studies

### Part A: Review of 2020

**Priority target:** Increase in Level 3 and UE attainment

Issue, reason for choosing and the measurement tools used.	How was the issue addressed?	Outcomes linked to student achievement
<p>The Achievement Standard 91384 is 9 credits and is working on over the whole year. Some students run out of steam or almost get to the end, and then due to other factors, don't get finished and</p>	<p>1. Specific professional development with other Business Studies teachers who also teach these standards at Level 3</p>	<p>The target for 2020 was that the number of students that get a 'no result' will be lower than in 2019.</p>

<p>therefore don't submit their work. If they don't complete everything, they're not eligible for any of the 9 credits, and will not be able to achieve UE in Business Studies.</p> <p>Measurement Tools</p> <ol style="list-style-type: none"> <li>1. Student questionnaire</li> <li>2. Comparing the 2020 data to the 2019 data</li> </ol>	<ol style="list-style-type: none"> <li>2. Formative feedback throughout the year</li> <li>3. Breaking the standard down into several smaller tasks, with due dates spread throughout the year</li> </ol>	<p>This target was reached, as the number of students that got a 'no result' was halved.</p>
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#### 2019 Business Studies – Level 3

Assessment	Students Not Attempted	NA	Achieved	Merit	Excellence	Total Number of Students Attempted
AS91384: Carry out, with consultation, an innovative and sustainable business activity – 9 credits	4	0	0	10	3	13

#### 2020 Business Studies – Level 3

Assessment	Students Not Attempted	NA	Achieved	Merit	Excellence	Total Number of Students Attempted
AS91384: Carry out, with consultation, an innovative and sustainable business activity – 9 credits	2	0	0	5	7	12

#### Part B

**Priority target:** Improved achievement at Level 2

	Not Achieved	Achieved	Merit	Excellence
2020 National Statistics	19%	50%	18%	13%
National Statistics Decile 6	22%	51%	15%	12%
2020 Hagley College Business Studies Level 2	4%	73%	19%	4%

identifiable reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
Level 2 Hagley Students have higher rates of Achieved and Merit than the national average, but lower rates of Excellence than the national average. This may be due to the issues associated with remote learning due to Covid 19, and also some students not having high expectations for themselves.	To improve the percentage of students that achieve Excellence, so it is more closely aligned with the national average.	<p>a) I will use a variety of formative feedback methods, some of which I tried last year during our Dept collaborative inquiry on giving feedback. I will do individual goal setting with each student, to see what they hope to achieve throughout the year I will spend more time using the marking schedule to show students what is required to get Achieved, Merit, or Excellence for each assessment.</p> <p>Measurement Tools</p> <ol style="list-style-type: none"> <li>1. Student questionnaire, goal setting, and getting feedback from students</li> <li>2. Regular one-on-one chats with each student, to monitor their goals throughout the year</li> <li>3. Comparing the 2021 data to the 2020 data</li> </ol>

## Subject: Classics

### Part A: Review of 2020

**Priority target** :Increase in Level 3 and/ or UE attainment

Data from 2019 showed that achievement of the 2<sup>nd</sup> External (91396) was lower than desired, compared to the 1<sup>st</sup> External (91394). The target for 2020 was: At least 25% of students to sit the 2<sup>nd</sup> external, 91396. (91395 not offered this year) and Improved performance in 91396. Interventions applied were: Programme design, timing; tighter internal deadlines

Outcomes:

Year	Year	N	A	M	E	Total Grades
91394	2019	2	1	6	3	10
	2020	0	3	5	3	<b>11</b>
91396	2019	3	3	0	0	3
	2020	0	0	0	0	<b>0</b>

As is clear from these results, the target was not met in any way. This was due to the pandemic and lockdown requiring a 'getting back to basics' approach to see students through the year. All focus on a second external was suspended, with the lost 5 weeks effectively being pulled from the external part of the course. Internal deadlines were stretched out, and the first external received even greater emphasis than prior. One other influence was the learning credits provision which meant that students could achieve UE in Classics with only 12 credits, and no longer *needed* to do the exam for this reason alone. I was worried that engagement with any exam would be less than prior, given the stressful nature of the year in general and the lack of UE pressure. (I focussed heavily on work for the first external to counter this.)

It was pleasing that so many did engage with the first external, and achievement rates as shown above remained consistently impressive.

Additional analysis comparing school performance in this standard is instructive:

91394 %	N	A	M	E
Hagley	0	27.2	45.5	27.3
National	23.1	43.2	24.3	9.4

Hagley students clearly achieved at a higher rate than the National Stats, but this is skewed by lesser engagement in the exam (11 results compared to 22/21 results for each of the internals) , where students who were not confident or ambitious chose not to sit. However, even if we assume that the other 11 students all sat and gained NA (unlikely), then the M and E rates would still be close to or above the National Stats.

The low N rate (0) either shows good teaching or 'strategic' student decision making (co-vid impacted), or both. The N rate for 2019 at Hagley for both standards was higher, so it is likely that the pandemic and change to UE is the main reason.

It is certainly the case that the 2020 target was not met in any way.

As a result of this, the target for 2021 remains the same as 2020.

Please see data from the 2020 report as background.

In addition, the target will be linked to overall achievement of 14 credits at L3 in Classics.

The figures for this are as follows:

Year	# students	14 (12+ 2020)	%
2019	23	11	47.8
2020	26	11 (18)	42 (69)
2021	28	16	55

It is notable that the 2020 figures are skewed; depending on 12 or 14 as the target, 69% and 42% achieved respectively.

The intention is to lift 14+ Achievement to 55% for 2021.

The main focus for this will be on the exams.

However, it is also clear that students at times struggle with the particular kind of writing required for classics standards. This is evident from the drafting process and the time it takes many students to complete the 2 internals, and will almost certainly impact on exam confidence and engagement.

Attention will be paid to building confidence in the writing mode required; being:

#### ***Historical writing-***

Explanatory generalisation supported by

Primary Evidence followed by

Commentary on evidence informed by and extended by

Analysis of complexities related to interpretations, perspectives and the limits of evidence

#### **Part B:**

**Priority Target 2021:** Improved achievement at Level 3(UE)

#### **Target:**

At least 25% of students to sit the 2<sup>nd</sup> external, 91396. (91395 not offered this year)

Improved performance in 91396

55% of students achieving 14+ credits

#### **Interventions:**

Programme design, timing; tighter internal deadlines

More focused work to build confidence in answering unseen questions in exams through:

Essay planning tasks; regular essay planning practice; multiple opportunities to practice exam questions in class and at home

Introduction of more explicit teaching of 'Historical Writing' (see above), including:

- exemplar reflecting the different parts of this writing
- resources to provide the building blocks from which this writing can be developed
- class level practice and collaborative writing
- individual writing exercises
- specific feedback on drafts linked to exemplary models of this writing

**Measurement:**

Engagement with practice exam opportunities, both informal and school wide

Externals results

Student survey on writing interventions

**Subject : Geography**

**Part A: Review of 2020**

**Priority target:** Increase in attainment of first year Year 11 students

Geography Data from the past two years 2019-2020

Year	Standard	Year	Total	Assessed Entries	Hagley NA	National NA	Hagley A	National A	Hagley M	National M	Hagley Excellence	National Excellence
2020	91009	11	19	19	0%	12.7 %	62%	36%	42%	28%	26%	23%
2019	91009	11	22	22	9%	13%	45%	37%	36%	27%	9%	23%
2020	91012	11	19	21	0%	11%	63%	38 %	16%	27%	21%	24%
2019	91012	11	21	21	5%	10%	62%	36%	19%	30%	14%	24%
2020	91011	11	18	18	1%	13%	50 %	37.4%	33%	25%	11%	24%
2019	91011	11	20	20	11%	12%	30%	35%	10%	28%	5%	25%
2020	91013	11	13	13	0.00%	16.00%	31.00%	36.00%	39.00%	38.00%	31.00%	21.00%
2019	91013	11	21	21	48%	15%	10%	34%	24%	29%	19%	23%

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
<p>At the end of 2019 the goal was to aim for students to achieve 13 credits from the average of 11.</p> <p>Have students aim to do one external assessment and have the other optional.</p> <p>A number of students struggled to achieve the research internal and the global pattern assessments.</p>	<p>Internal assessments particularly around the research was reformatted to a context that students could find easier, as well as ensuring students collected primary data while I was there.</p> <p>Students were also put into groups and were given 6 people in each to record across two differing areas, in comparison to last year.</p>	<p>Of the 21 students in the class throughout the year, 13 students were able to achieve 13 or higher credits. This equates to 61%.</p> <p>11 students in 2019 gained NA for their research and in 2020 only 1 received an NA. 50% of the class received an Achieved in comparison to the national standard only receiving 30%.</p> <p>A significant number were also achieving higher in the global pattern assessment. Students</p>

	<p>Set Year planners with deadlines and formative feedback dates on teams.</p> <p>Having a timetable on teams for students to link to.</p> <p>Having more practice around expectations of writing and the use of exemplars before deciding how best to write the assessment</p>	<p>worked on during lockdown but also revisited later in the year. Students found the videos of help and sentence structures a key tool to use to get started, which they struggled with in the past.</p>
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## Part B

**Priority Targets 2021:** 1) Improved achievement at Level 3  
2) Linguistically diverse students joining Hagley in Years 12 and 13 who are enrolled in academic programmes

Year	Number of students	3.6 - contemporary 3 credits	3.7 - Global 3 credits	3.5 - Research 5 credits	3.3 - Event 3 credits	3.4 - skills external 4 credits	3.1 - natural external 4 credits	UE 14 Credits obtained	% of students UE
2020	14*	5	10	6	5	4	1	5	36%
2019	15	12	10	10	8	3	1	7	47%

\*note 8 students present at the end of the year.

Reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>Based on the data from last year and the changes to the course this year the focus is to lift UE achievement.</p> <p>Last year there were 14 students enrolled in Year 13 Geography. In this number 8 students stayed through the whole year and of this only 5 were able to gain a UE entrance. 3 students struggled to complete the event management assessment and did not wish to do the external exam. One student has come back to complete the assessments she has missed.</p>	<p>Lift achievement across specific assessments 3.6 and 3.3</p> <p>Aim to lift UE attainment to 50%</p>	<ul style="list-style-type: none"> <li>• Aim to have options for global assessment with students opting to complete a natural environment focus or cultural. The natural environment focus will be linked to a previous internal on the issues of plastics in the ocean</li> <li>• More emphasis around where to with geography – linking to wider world careers. Students engaging on weekly conversations around problem solving issues and skills.</li> <li>• Students are put into groups for workshopping – trying to answer and research in groups answers to key questions.</li> <li>• Scaffolding tools and ensuring students are targeted with specific needs that had been noted in their goal setting and feedback</li> <li>• Showing the ppts from lessons, as well as recordings for students to put on teams so that they don't feel behind</li> <li>• Revisiting 3.3 and 3.6 assessments conditions and clarifications. Reassuring students that they can present the assessments in differing ways. In the 3.3</li> </ul>

COVID did have some impact on students who did not wish to work on assessments later in the year.		stats only 1 person was able to achieve an Excellence and the other 4 gained an Achieved. In the 3.6 assessment 3 students were able to achieve a Merit and 2 gained an Achieved.
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## **Subject: History**

### **Part A**

**Priority target:** Increase in Level 3 and/ or UE attainment

Year	Total Number of students sitting assessments	Total Number of Māori	0	4	5	9	10	14	15	16	19	21	25	14+	% of students with UE	% of Māori with UE
'20	40	2	4	2	8	6	2	10	2	-	-	4	2	18	45%	100%
'19	35	3	4	2	9	1	5	5	2	1	5	1	-	14	40%	33.3%
'18	38	?	2	-	6	1	5	-	14	3	3	3	1	24	63%	?

Issue, reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
<p>At the end of 2019 the goal was to lift UE Attainment to 60%.</p> <p>This goal was chosen due to the significant drop in the number of students gaining the UE in History at L3.</p>	<p>Revisiting the assessments, clarifications and COA, increase in the internal moderation of assessment.</p> <p>Teachers following up with Tutors and LA over attendance</p> <p>Formative deadlines for formative feedback but also a way to track early the students who are behind</p>	<p>Both students who identify as Māori gained UE in History</p> <p>We didn't meet our goal of 60% 14 credits at UE this could be due to covid19 and the impact that had on students. We did find that one of the internal assessments was particularly affected by the lockdown. This can be seen with the number of students who attempted the standard that was in progress when the lockdown happened.</p> <p>We are performing either at or above the National and Decile level at both Achieved and Merit. An area for improvement is the number of Excellence in 91434 (research) and 91435 (event) and the external 91438 (causes/consequences essay) When students enter the assessment then they tend to achieve it. Need more student attempting the assessments if we are to meet our 60% goal of 14 credits or more.</p>

**Part B**

**Priority targets:** 1) Improved Māori and/ or Pasifika achievement  
2) Improved achievement at Level 3(UE)

Identifiable reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>Whilst we had a 5% improvement in 2020 with UE, 45% is still not an acceptable number. This lack of UE could be reflective of the number of students needing 10 credits or less and not aiming for UE as our internal assessments independently are in line with national and decile averages. Covid19 is another reason why results UE was not attained and the learning credits have not been factored into this analysis</p>	<p>The goal is to increase this to 60%. Our Maori and Pasifika will continue to be the target group.</p> <p>Lift our results at from Achieved to Merit and Excellence level to be in line with the National and Decile average for 91434 and 91435</p>	<ul style="list-style-type: none"> <li>- Trialling of the Hybrid History class</li> <li>- Combining of two internal assessments to reduce workload for students, increase class-time for external exam preparation.</li> <li>- Marker meetings over assessments, moderation, Conditions of assessment</li> <li>- Scaffolding of the assessments to gather more evidence throughout the learning to provide a holistic approach to the grade.</li> <li>- Formative deadlines to give timely feedback,</li> <li>- Keep a record of students who are on track, falling behind and notify parents, tutors, Las to put in place a plan.</li> <li>-</li> </ul>

**Subject: Legal Studies**

**Part A: Review of 2020**

**Priority target: Improved achievement at Level 2 (12 Law)**

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
<p>Low level of students achieving at least 14 credits (only 15% of enrolled students) due to low completion of assessments</p>	<p>Telephoning students/on-line conferences; discussions with each student about their goals and credit requirements. Some of planned initiatives unable to be carried out because of Covid 19 Lockdown and changes to assessment methods.</p>	<p>Goal to raise rate of students achieving 14 credits or more to 40% not achieved – (only raised by 3% - see B below).</p>

**Part B**

**Priority target 2021:** Improved Achievement at Level 2.

Rate achieving 14 or credits only 18%.

Once again, for those who actually attempted assessments, the achievement rate is quite satisfactory. E.g. US 8545 (A grade only available) 100% achievement of those who attempted this standard – compare National Average 92.8%

eg. US 27839 (available with A/M/E) 16 attempted. NA – 0% (Nat Av 12.1%) A 62.5% (Nat 32.1%) M 31.3% (Nat 23.2%) E 6.3% (Nat 32.6%)

However the continued low number of students completing assessments, means that Level 2 must be the target again in 2021. Assessments at the end of the year always have a low uptake: in many cases students have enough credits to pass Level 2 already, or they have no hope of passing Level 2 – either way, they just don't bother. However, of particular concern is US 27845. This was not an end-of-year assessment, but was only completed by 5 students.

Reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools to evaluate the difference
<p>Students with in-class assessment incomplete before lock-down didn't complete on return.</p> <p>Low participation in on-line classes for US8551 topic; only 9 students completed assessment.</p> <p>Changes to assessment style were made after Covid Lockdown to cater for possibility of further Lockdown. Assessments were changed from paper to to online format, and more flexibility was allowed for completion dates. It was noticeable that a significant number of students did not use class assessment time wisely. They left Law assessments to late in year then decided didn't need the credits so didn't complete.</p>	<ol style="list-style-type: none"> <li>1. At least 30% of class achieving 14 or more credits.</li> <li>2. At least 50% of students attempting US 8551 (only 9 students completed in 2020) and 27845 (only 5 completed in 2020)</li> </ol>	<p>More posts on Teams to put up all resources for students away during classes, so that they can catch up on missed work.</p> <p>PD in linking well-being to achievement.</p> <p>Revert to more in-class hand written assessments (except for students with special conditions) so that students are unable to waste time on-line during assessments.</p> <p>Give students generous class time to complete assessments, with extra, optional assessments to be worked on for students finishing early.</p> <p>US27845, a long assessment, to be divided into to parts to be done at separate times/</p> <p>Reduce number of assessments so that more class time can be spent on activities which will be more engaging for students. Eg allow students to explore more about criminal law. Although this extra exploration will be surplus to the requirements of the Unit Standards, it may help engage students more.</p>

**Subject: Tourism**

**Part A: Review of 2020**

**Priority target:** Improved achievement at Level 2

Issue/ reason for choosing	How was the issue addressed?	Outcomes linked to student achievement
<p>My goal in tourism, with the support of my HoD, was to raise the level of achievement from 10+ credits to 14+ credits.</p>	<p>This was addressed by scaffolding support, encouragement, keeping classes up-beat.</p>	<p>Outcomes as in table below</p>

Year	# students	CREDITS	3	4	6	7	8	9	10	11	13	14	15	16	17	18	20	21	22+	14+	14+
'20	30			2		4	3	1	5		3	4	1	1	2	2		1	1	12	40%
'19	28		5			3			1		3		1	1	2	4	2	1	4	15	54%
'18	43		13		2	3			4	1	3	1			7	1		3	2	14	33%

The long-term plan was to see students lift their results to the point of them achieving 14+ credits. From 2018 to 2019 there was an increase of 11%, going from 33 to 54%. From 2019 to '20, however, the numbers dropped away to 40%. Although that is a disappointment, it can be explained by Covid and all the on-going stress and anxiety that went with the seven-week lockdown.

## Part B

**Priority target:** Improved achievement at Level of 2 and 3 (not UE)

Reasons for this identified underachievement	Targets for improved outcomes for students in 2021.	a) Interventions (specifically focused on teaching practice) b) Measurement tools evaluate the difference
	Increase % achievement of 14+ credits for 2019's 54% to 60%	Maintain regular check ins with the students. Sign off where they are at and set them mini goals to keep forward momentum. Breaking information down to more attainable chunks. Role modelling exemplars in front of them. Come down hard on inappropriate phone use in classroom. Have more variety of learning – single, group, team.

## Indicator 4: Ensuring quality teacher practice

5. **Annual curriculum focused appraisal** has been completed for all teachers of each subject within the learning area.



## Collaborative inquiry

### Junior Social Studies:

In 2020 the key focus for our professional development in Social Studies was to continue our journey in developing a curriculum which fosters student agency, and evaluating student learning. The year consisted of sharing resources, having guest speakers and developing our knowledge around specific Social Science skills across our diverse subject areas. Having PD time on the specific skills needed for each year level and to moderate students work was a pivotal step in our own teacher practice. Reflecting on what we were teaching, how we were teaching these specific skills and encouraging each other to share our inquiries enabled teacher to build more confidence in their teaching, particularly around developing a programme which linked to

these skills. Feedback from Junior teachers showed teachers becoming more confident and utilising the rubrics whilst ensuring students were evaluating their progress throughout the year. Based on the feedback a skills list as well as guidance around each skill was put together for everyone to use.

### **Senior Teachers**

The professional development meetings in 2020 were linked to our collaborative inquiry focus of feedback feedforward. The meetings consisted of understanding what feedback looks like, discussions on research around feedback and experiences teachers had in their own practice in providing student's feedback. Teachers found discussing differing strategies and techniques such as 1 on 1 feedback, peer review, reviewing feedback by teachers and looking at exemplars as part of feedback meaningful. This was evident in the observations in the year, where teachers used a strategy in either their internal or external assessment to deliver feedback. This feedback PD for the department showed good insight into our own practice, but also for others to express their differing situations in class and present techniques that help encourage good feedback.