

## Subject Reviews 2024

Te Puna Wai o Waipapa - Hagley College

**SUBJECT REVIEWS: 2024 School Year**  
**Best Practices in Teaching, Learning and Assessment**  
**Annual Performance Report**

## BEST PRACTICE IN TEACHING, LEARNING AND ASSESMENT

### INTRODUCTION

The subject leaders at Te Puna Wai o Waipapa – Hagley College have completed an annual review of curriculum and assessment in their subjects with the overall goal of continued refinement of using and effectively reporting on evidence-driven practices to increase engagement and achievement across all learning areas.

These subject reports are a key aspect of our operation as a self-reviewing school and they also form strong evidence as part of the college's audit review processes completed by two external agencies, ERO and NZQA.

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: The 2024 Department Collaborative Inquiry is explained.**

**Indicator 4: Student achievement data is used to inform future teaching practice.**

**Indicator 5: Department wide goals for 2025**

**Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development.**

All 10 HODs complete a review of their department's compliance with curriculum, assessment and moderation requirements (Indicators 1 and 2), as well as a review of their leadership of professional development and collaborative inquiry practice with their department (Indicator 3).

Additionally, all HODs evaluate the achievement data from all NCEA courses and put this into a table so that it can be seen as to how many students achieved in the different courses and year groups. With a focus put on practice that has led to high levels of achievement and also on areas which have seen a decrease in achievement to enable the HOD's and their departments to learn from those different situations.

Leaders are encouraged to engage in more data-driven analysis of student performance to complete this part of the review (Indicator 4) and are supported to prepare for this by the DP Student Learning through the school's internal Best Practice Workshops as well as individual mentoring discussions.

Lastly the review gets HOD's to focus on goals for the department for the following year taking the learning from the previous year to drive the direction of goals, the collaborative inquiry and professional learning and development.

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**TE AO MĀORI**  
**HOD: Chris Smith**  
**Acting HOD 2024 Jasmine Lambert**

**Indicator 1: Quality teaching, learning, and assessment materials and procedures are used in programs 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  
✓

Comment: Documents stored on departmental Team and distributed by kaiako to relevant courses.

**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  
✓

Comment: Implementation of common assessments in the form of pre and post-testing for all Year 9 and 10 reo classes this year. This data is gathered by the kaiako and stored in our Dept. Team. We should look at how to report to whānau on this data.



**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 ✓

Comment: I think as a rule, our NCEA and assessment documentation and practices are satisfactory. Areas we could tighten up on based on a couple of situations in 2024 is the process for absence from assessment and ensuring authenticity. Especially where students are able to work on assessment tasks for extended periods of time in and out of class.

**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 2024 confirm that activities and assessment practice has been verified as meeting the national Standard 

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent or not yet consistent, please state the action plan in 2025 to ensure this improves.

Standard - 92092 (Te Reo Māori)	Outcome – Not yet consistent
Standard – 91984 (Te Ao Haka)	Outcome – Consistent

Action plan: All kaiako are to upload moderation work onto our department Team. HOD to moderate all work where possible. Maintain relationships with kaiako from other kura and get their opinion on assessment tasks if there is any confusion. Reflect on feedback from external moderation and ensure their comments are utilised for the next assessment task. Last year's issue was with one of the new standards, so current kaiako to attend the moderation workshops throughout the year to stay up to date on latest assessment expectations. Kaiako teaching the standards need to have a strong understanding of the assessment task for 92092 well ahead of undertaking teaching and learning to work towards this assessment.

Details of ways that teachers in your learning area maintain their assessment expertise.

Strong culture of learning in our department, particularly in the area of Te Reo Māori upskilling. For best teaching practice, we are connected to Waitaha kaiako Māori kāhui and access external PLD opportunities where available.

2. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work.

In 2024, a sample of all internally assessed work was moderated by another kaiako. Due to having a LAT kaiako teaching and assessing all NCEA Reo Māori standards, moderation extended to the majority of student assessments. Chris moderated a number of assessments for us, and supported Shannon with assessment judgements in his first AS's for each course.

For assessments in our Kapa Haka course, internal assessments were moderated by Marlene Tevale-Hunt, current kaiako Māori/ Kapa Haka at Te Ao Tawhiti.

In 2025 we will utilise Teams to hold all student assessment work and have termly workshops to check in on moderation. Assessments will be highlighted during department meetings to share information about student progress and moderation decisions, so that others not teaching the course can upskill.

3. All moderation for each standard taught in 2024 is on Kamar. ✓

### **Indicator 3: The 2024 Department Collaborative Inquiry explained.**

#### **What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

The department collaborative inquiry was set up which a focus on using kēmu (games) to improve the teaching and learning of new vocabulary and sentence structures. Our aims were to expand our teaching tools, particularly important for our untrained kaiako, to make learning enjoyable, and to show students a range of strategies to retain and apply new vocab and language structures.

We did this by each of us learning and trialling a kēmu with a sample class, observing the impact, and sharing our results with each other. The successful kēmu were then incorporated by the other kaiako in the dept., and adapted to the specific learning within each class. We successfully added a few kēmu to our kete of teaching strategies.

This was a 'light touch' approach to a collaborative inquiry and was designed to meet the immediate needs of two LAT's (one of whom was part-time), and did not include the two kaiako from another department who were relieving one Junior reo class each.

It is not necessarily an inquiry that we will use to inform our inquiry in 2025, but was useful to frame kēmu as a valid tool for supporting the teaching and learning of content within our subject area.

### **Indicator 4: Student achievement data is used to inform future teaching practice**

1. Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in brackets to the side as per example below. External achievement numbers show how many in the course

sat the external and how many students achieved a standard from the external. If your students attempted more than 1 external you will need separate this e.g. 2.6 15/10, 2.7 8/6

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
11TRE Te Reo Māori	12 (7 Māori)	15 (10 Māori)	5 (5)	5 (2)	1 (1)	2	1 (1)	5/5 (2) 3/2 (1)
11KAP Kapa Haka	4 (2 Māori)	6 (4 Māori)	2 (1)				4 (3)	4/0 (2/0)
Total for Department	16 (9)	21 (14)	7 (6)	5 (2)	1 (10)	2	5 (4)	12/7 (5)

NCEA Level 2								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
12TRE Te Reo Māori	10 (5 Māori)	6 (2 Māori)	5 (3)	0	4 (3)	2 (0)	0	4/4 (2/2)
12KAP Kapa Haka	4 (2 Māori)	5 (2 Māori)	0	0	0	0	5 (2 Māori)	3/3 (2/2)
12MAM Mātauranga Māori	6 (4 Māori)	6 (4 Māori)	4 (2)	1 (1)	1 (1)			
Total for Department	20 (11)	17 (8)	9 (5)	1 (1)	4 (3)	2	5 (2)	7/7 (4/4)

NCEA Level 3								
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Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
13TRE Te Reo Māori	9 (3 Māori)	9 (3 Māori)	1 (1)		1	1 (1)	6 (2)	8/8 (2)
13KAP Kapa Haka	2	2	0	1		1		1/1
13MAM Mātauranga Māori	8 (4 Māori)	8 (4 Māori)	5 (2)		2 (2)	1		
Total for Department	19 (7)	19 (7)	6 (3)	1	3 (2)	3 (1)	6 (2)	9/9

Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped significantly from the previous year. Once again explain the contributing factors that may have led to this and what will be done to improve these results in the future.

The course in our department that had the highest academic success last year was 13TRE. Out of the eight students who attempted a standard, six achieved a merit endorsement or higher. This success can be attributed to the continuity of the group, which helped them develop strong language skills and a good understanding of how NCEA assessments work in Reo Māori. Two of these students were year 12s who began NCEA early. Their achievement demonstrates that capable students can excel if they are motivated to learn. When students continue through years 12 and 13, they tend to perform well in assessments. Therefore, student retention is key to academic success.

The course with the least academic success was 11TRE. Three factors contributed to this outcome. Firstly, we had an LAT teacher who was unfamiliar with NCEA processes, that taught the course. He also had insufficient support and a particularly large workload for a first-year teacher. However, the same teacher had success with 13TRE, so this wasn't the primary issue. The main challenges were the new standards and insufficient junior school preparation. The new aromatawai standards are particularly difficult for students with limited experience in Te Reo Māori. Our junior school offers only two hours per week of Te Reo Māori, which makes it difficult to prepare for NCEA-level studies. While students who complete Te Ara Matatau have an advantage, it shouldn't be a prerequisite for studying reo at NCEA level at Te Puna Wai o Waipapa. Where our external moderation was returned as Not Yet Consistent within this course, we heard from other kura throughout the country that they had similar results returned and had struggled with the requirements of the standard. While we can make improvements based on our results, it is helpful to know that others experienced similar difficulties.

To improve achievement in this course, our department will implement more robust scaffolding strategies. We will reflect on the order of assessment tasks across the year and teach targeted skills to support students to attain the standard required. This means that we will need to further develop a deep understanding of the new assessment tasks.

Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes?

Māori students tend to achieve at similar levels to their non-Māori counterparts in our department. We have a high proportion of Māori students, but still a low number overall, so data can skew heavily depending on the individuals within a given year. Where Māori students engage with the course and attend classes, their results have been good. We have a high number of Māori students selecting our courses. However, at higher levels we have a higher proportion of non-Māori students in our courses. This tells us that a focus for our department needs to be retaining Māori students into NCEA level 2 and 3.

The department goals need to be aligned with the school's strategic plan. Outline below your department's goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

### I. Department Goals – Junior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Consistent teaching across the junior school (students are learning the same things at the same time)	Unit plan Weekly recap tests Workbooks Term test	Pre, mid, and post term tests for all junior classes. The results of these will show how each student is tracking in terms of what they should know.	All kaiako reo Māori to refer to unit plan.  HOD to create unit plan and weekly tests.
Preparing students for NCEA level 1	Align work with the curriculum.  Te Ara Matatau  Introduce junior students to altered versions of level 1 assessments	Student numbers in Te Ara Matatau and Level 1 next year.  Results of post-tests and Lvl 1 aromatawai	All kaiako reo Māori  HOD to adjust Level 1 assessment for Y10s

### Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
High student retention	High student achievement (read below).  Student termly feedback.	Student termly feedback.  NCEA results.	HOD  Jasmine  NCEA kaiako
High academic success in Level 1 course	Each NCEA course will have specific goals in terms of students' achievement outlined by the kaiako and revisited throughout the year by them and HOD	NCEA achievement data  Ongoing goal check-in	HOD and Level 1 kaiako

	Attendance of New Level 1 standard hui throughout the year		
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**Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development**

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

Our department Collaborative inquiry will focus on term pre-tests and post-tests. We want to consistently review achievement progress through the terms across the junior school. We are also considering a mid-term test for more data points. We believe this will help with student motivation and will give us firm data to track student progress. We can use the quantitative data from these tests to see which classes are performing well and which aren't. This will allow us to more accurately determine reasons for under-performance and isolate what is working well in our department. We also intend to get qualitative data in the form of student feedback on their experiences using these tests.

In terms of challenges, the main one is time. Each of these tests will take up most of a lesson, so we want to see if utilising this strategy is worth the time it takes to complete.

Outline the professional learning and development that members of your department will endeavour to undertake this year in line with department goals and collaborative inquiry.

We intend to attend various PLD opportunities throughout the year.

Te Ao Marama is currently enrolled in Te Pinakitanga at Te Wānanga o Aotearoa. This is an intensive reo Māori course that will improve her reo and her ability to teach and support students in the senior school. Her reo is already very strong, so improving more will give our department a great asset.

Chantelle is currently enrolled in a level 5 reo Māori course at Ara. This shows her continued commitment to improving her reo that she has shown throughout her time here at Te Puna Wai o Waipapa.

Chris will attend the "being an effective HOD" PLD course in May.

**ART**  
**HOD: DANIEL WISEMAN**  
**[LUCY HOLLAND – ON LEAVE 2024]**

**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

Comment: Progress has been made in terms of:

- The storage of planning documents and course outlines in the department Teams channel.
- With the review of junior learning outcomes in 2024, programmes align with Level 4 AO of the NZC and lead into outcomes for year 11.

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

Comment:

- Summative data for Kete Wana records student progression from a scaffolded outcome at Level 4 to an outcome where students develop their own concepts in response to personal motivations.
- This second project provides students the opportunity to engage the skills previously covered with greater creative freedom.
- If a student is unable to develop ideas for their own projects, scaffolding occurs, and they are graded as working towards the standard for that second outcome.
- Formative data consists of observations made during skills building for outcome one and the scaffolding for concept development during the second outcome.

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

Comment:

The art department follows all protocols regarding assessment and moderation. Authenticity declarations were completed for all Level 3 external portfolios but inconsistently across all subjects. In knowing our learners, we are confident there were no authenticity issues, however realise this needs to be corrected.

## 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 2024 confirm that activities and assessment practice has been verified as meeting the national standard

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent or not yet consistent, please state the action plan in 2025 to ensure this improves.

- Level 1 Standard – 91912 Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context Outcome - **Consistent**

Details of ways that teachers in your learning area maintain their assessment expertise.  
(e.g. attendance at NZQA Best Practice workshops, attendance at subject expert meetings etc)

- Canterbury Teacher Only Day - Friday 31 May 2024 Jennie Williams, MOE Office, Chch.
- External moderation of 1.1
- Verification of Level 1 external standards

Discuss how this assures us of our practices

- The CATA TOD provided assurance that our understanding of the revised standards and the resources created for these were in line with the objectives of the RAS. This was affirming however there was still little provided in terms of external exemplars.
- Ultimately, external verification of digitally submitted Level 1 external standards was the greatest confirmation that our practices and marking was consistent.

2. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work.

- Internal visual arts standards are moderated in department.
- Technology standards (12APP) are moderated by Robyn Davies.
- Both technology and visual arts are moderated using evidence gathering templates.
- Art History standards are moderated at Marian College using assessment rubrics.
- External visual arts standards are moderated with the whole department present. These are conducted over a series of evenings before submission date for each year level.

3. All moderation for each standard taught in 2024 is on Kamar.

- Department Kaiako complete a hard copy moderation cover sheet. These are then processed by the HOD on KAMAR.

This provides an opportunity for oversight on internal results each Term.

**Indicator 3: The 2024 Department Collaborative Inquiry explained.**

What was focused on, what was learned and how will this inform teaching practice across the department in the future?

- Department Inquiry built on subject specific literacies from previous inquiry cycles and focused on two aspects.

**1 - Scaffolding class critiques:**

- 2022/2023 inquiries had shown that student participation in critiques was low. Speaking in front of the class was difficult for most students.
- In 2024 Kaiako trialled more regular and informal critiques with smaller groups. The intent was to enhance the sense of Kotahitanga within the class so students would feel comfortable to speak up. This process was scaffolded with a template to provide students with feed forward from their peers as well as viewing/celebrating their work.

We learnt:

- Students often do not know the names of their peers.
- There was a demotivating effect on students with low output at that point.
- Students overall demonstrated a good understanding of levels of achievement.
- Breakout groups helped facilitate discussions.
- Informal discussions allowed critiques to occur without students piquing student anxiety.

Future practice:

- Regular class discussions needed to be more frequent still and should begin earlier in Term 1.
- Kotahitanga and Whanaungatanga can be encouraged by each Kaiako through “insider knowledge” and the passion we have for our subjects.

**2 – Scaffolding synthesis of new ideas by combining the work of different artist models:**



- Redacted portfolios were used in conjunction with image references for artist models.
- Students were tasked with combining panel one work of previous students with a different artist model to simulate the level of synthesis set out in achievement standards. This synthesis is described throughout the vis arts matrix as “regeneration”.

We learnt:

- Students were able to demonstrate clear understanding of synthesis by drawing in new ideas on the redacted portfolios.
- As folios from previous years were redacted and used for this activity, the skill of synthesis did not always transfer to students own practice.

Future practice:

- Rather than using folios from previous years, students should be using their own work for any workshop on synthesis. Kaiako do not need to wait for students to get to a specific point in their portfolio for this to occur. Work at any stage can be combined with artist models at random to demonstrate how to regenerate ideas in their work.

#### Indicator 4: Student achievement data is used to inform future teaching practice

1. Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in brackets to the side as per example below. External achievement numbers show how many in the course sat the external and how many students achieved a standard from the external. If your students attempted more than 1 external you will need separate this e.g. 2.6 15/10, 2.7 8/6

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
11Art	28	26	8	4	3	10(1)	0	14/13(3/3) 11/11(3/3)
11DES	19	15	8	2	1	3(1)	1	2/2(0) 5/4(1/1)
11FPH	11	9	2	2	2	2(1)	1	3/2(0/1) 5/5(1/1)
Total for Department	58	50	18(2)	8	6	15(3)	2	19/17(3/4) 21/20(5/5)

#### NCEA Level 2

Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
12PTG	38	37	10(2)	6(1)	7(0)	2(1)	7(2)	19/17(6/3)
12DES	20	15	4	0	3	2	6(2)	14/11(2/2)
12MGR	23	15	3	1	6	0	5	8/5(3/3)
12PHT	20	18	7	2	2	0	6	8/7(2/2)
12SKP	13	9	3	0	0	2	4	6/6(1/1)

NCEA Level 3								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
13PTG	35	19	14	4	5	0	12	16/11(1/0)
13DES	15	12	5	2	1	4	2	5/5(0/0)
13MGR	6	4	0	0	2		2	2/2(0/0)
13PHT	22	17	10	1	1	0	5	6/5(0/0)
13SKP	11	6	3	0	0	1	2	3/3(0/0)
13PRT	8	5	2	1	0	1	1	2/1(0/0)
Total for Department	97	63	34	8	9	6	24	34/27(1/0)

- Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped significantly from the previous year. Once again explain the contributing factors that may have led to this and what will be done to improve these results in the future.

2023 Data of students achieving external portfolio versus roll numbers.

11ART 41/47	13PRT 6/6	11MGR 1/4	12DES 4/10
12PTG 22/37	12SKP 4/12	12MGR 5/9	13DES 10/24
13PTG 23/39	13SKP 4/6	13MGR 2/10	12PHT 7/24
12PRT 5/9	13ARH 7/16	11DES 5/20	13PHT 9/18

- Across the entire department, achievement is down when compared to the above 2023 data. One of the only successes is the implementation of Level 1 reviewed standards.
- There were 306 total students in the department in 2023 and 278 in 2024.

The following table details the drop in **external portfolio achievement** from 2023 to 2024

Class	2023 achieved/submitted	2024 achieved/submitted
11ART	41/47	11/11
11DES	5/20	4/5
11FPH	NA	5/5
12PTG	22/37	17/19
12DES	4/10	11/14
12PHT	7/24	7/8
12SKP	4/12	6/6
12PRT	5/9	4/5
13PTG	23/39	11/16
13DES	10/24	5/5
13PHT	9/18	5/6
13SKP	4/6	3/3
13PRT	6/6	1/2

NB in 2023 there were two 11Art classes. 2024 saw the addition of 11FPH with the implementation of revised standards.

- The portfolios for 11Art and 11FPH are worth 5 credits compared to Levels 2 and 3.
- The greatest drop in portfolio achievement occurred in the Year 11 portfolios. Students reported the workload was too much and many opted to submit for only one of the two externals.
- The drop in achievement for 11Art would also have been compounded by larger rolls 2024 and one Kaiako.
- Exemplars were created for the 11Art programme and although very useful they set out a prescribed process for achievement. This left little room to differentiate learning for ākonga. This was a learning opportunity for the 11Art Kaiako who, now, with a better familiarity with these standards is already differentiating the first standard.

3. Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes?

- Years 11 and 12 have the greatest number of Māori student success with 11 out of 14 students achieving portfolio credits in Level 2. As seen in year 13, the art department is not retaining the same number of ākonga in arts courses or submitting for external assessment.
- As part of collaborative inquiry, we intend to determine what factors are contributing to the decline in Māori enrolment in year 13 with a student survey.
- We would hope to see the heightened focus of Maturanga Māori in year 11 carry through years 12 and 13 however this is not yet apparent.
- The 11 Art Marae visit finally took place in 2025. This was an affirming and authentic way to explore Tangata Whenuatanga

- Greater emphasis on kaupapa such as tūrangawaewae and focusing more on tangata whenua artist models may encourage ākonga to continue an art education into Year 13.
- However, as students are currently afforded significant creative freedom to express themselves at year 13, we suspect the issue revolves around student prioritisation of subjects/other school obligations.
- This issue of prioritisation is compounded by inconsistent student progress in art, with portfolio due dates at the end of the academic year.
- Included in the dept inquiry is a greater focus on formative assessment and contacting whānau when milestones are not met.

### Indicator 5: Department wide goals for 2025

The department goals need to be aligned with the school's strategic plan. Outline below your department's goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

#### 1. Department Goals – Junior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Prepare junior art students for senior study	Learning outcomes are aligned with Level 1	Student prior knowledge and skills	All art kete wana Kaiako
Encourage more students to enrol in senior art subjects	Promote art options, to all junior students – not just those who have taken kete wana art.	Increase in student numbers at course selection	All art kete wana Kaiako

#### 2. Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Increase student agency and 2026 roll through improved perceptions of an art education	School wide student survey to gauge student opinions of art subjects for both those currently enrolled and those who are not	Survey data	WD
	Liaise with careers and tertiary providers so students can see vocational options in arts. Invite previous students to speak on where they are now and how art helped them to get there	Increase in Level 3 achievement  Increase in Level 3 achievement	WD, Kim Swan  WD, Kim Swan

	School posters promoting transferrable skills gained in art education and, Tree poster outlining potential art careers	Greater retention across year levels	SUM, MLB
	Less flexibility with internal standard submission dates	More consistent student progress throughout the year	Whole dept
	Visual calendar for assessment milestones	More consistent student progress throughout the year	LLM
	Explicit focus on high expectations and student relationships	Data should reflect an increase in achievement	Whole dept

**Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development**

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

- We believe there is a correlation between student perception of art subjects and declining achievement.
- As mentioned earlier, students are considering their workload and opting out of portfolio submission.
- We intend to gather data to see if students do not see arts as a viable career path, or if the issue relates to either weighting of visual arts standards, or inconsistent student progress throughout the year.
- We intend to capture more formative data throughout the year to monitor student progress, inform whānau and prevent students from leaving their portfolios until it is too late to complete or gain the grade, they are capable of.

Outline the professional learning and development that members of your department will endeavour to undertake this year in line with department goals and collaborative inquiry.

- Art Kaiako will develop resources to promote the department for notice boards, assemblies and information evenings.
- Student work displays across the school will be refreshed.
- There will be an increase in formative observations/monitoring.
- Kaiako will make more frequent contact with whānau, whilst there is time for students to correct their lack of progress.
- High expectations and student relationships will continue to be developed as set out in the Hikairo Schema.
- Using an extensive NZQA glossary which translate visual arts terminology into te reo, the dept will integrate these kupu into our teaching and learning ten at a time.

**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: **ENGLISH**

**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

Y

Y

Y

Y

Comment:

**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

Y

Y

Comment:

**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

Y

Y

Y

Y

- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area

Y

- practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area

Y

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

Y

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

Y

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

Y

Comment:

**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)

Y

- Moderation reports for all standards moderated in 2024 confirm that activities and assessment practice has been verified as meeting the national standard

Y

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent or not yet consistent, please state the action plan in 2025 to ensure this improves.

Standard – **English 91925** Outcome - **Consistent** (Action Plan if required)

Details of ways that teachers in your learning area maintain their assessment expertise.

(e.g. attendance at NZQA Best Practice workshops, attendance at subject expert meetings etc)

- NZQA Assessor Support – online Assessor Practice Tool
- Department group assessment/moderation of new standards
- Department group practice exam marking.

**2. Briefly describe the internal moderation process that all teachers in your learning area use to moderate student work.**

Year 11 and 12 is moderated by Anna Taylor

Year 13 is moderated by Rebecca Donaldson

Each Teacher selects 3 samples of work to check judgements and clarify grade boundaries. The samples are moderated, and agreement/disagreement communicated in a timely manner. If the samples have not been across the range of A, M, E the moderator may ask for another sample. If there is inconsistency, further discussion and moderation of samples occurs. This may involve revisiting the standard documents or exemplars. When the moderator has seen sufficient agreement, the marker will revisit, check the remaining work and publish results.

N

3. All moderation for each standard taught in 2024 is on kamar.

All moderation and comments is on the moderation teams where the moderation takes place. The final step in the Kamar moderation records was not completed. In 2025 this process will occur in step with moderation.

### **Indicator 3: The 2024 Department Collaborative Inquiry explained.**

#### **What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

The English 2024 collaborative inquiry was linked to Strategic Goal 2: **Strengthen students' achievement in their learning**, with a focus on learning in the junior school.

As always, we made connections to work already completed:

**OECD 7 Principles of Learning** – Assessment for Learning and Stretching all Students, **Formative Assessment** – finding and addressing the gap between what you want students to be able to do and what they can demonstrate they can do, and **Teaching to the Northeast** a model for culturally responsive practice.

The goal was for teachers to use junior achievement data to help inform learning design throughout the year. This would be used to support individual and cohort learning.

Each teacher used the inquiry question: ***How can I use data and differentiation to improve outcomes in reading in my year 9/10 English class?***

We revised the use of formative assessment used to plan instruction and track progress towards new learning - knowing students' needs at any stage helps us plan lessons with learning intentions and differentiated learning activities that reflect these needs. This might be reteaching a concept to the whole class, providing intensive intervention for particular students, or setting more practice or extension for others.

We looked at the use of summative assessment to understand student achievement and how this data can be used to inform our next steps and plan our next teaching cycle.

We looked at a range of data and a variety of ways this could be collected, addressing what is significant end data – what are we looking for and what counts as success?

Teachers reflected that this learning influenced their planning by identifying individuals and groups who needed specific response/planning. When asked about the effect on student learning and wellbeing teachers reflected that it had a significant impact on learners who were consistently present and engaged in learning. The collection of data is accurate, objective, reflecting achievement and *not always matching teacher impressions* – reinforcing the need for data collection. Data clearly showed the lack of learning in disengaged students. Some students generated no data during the inquiry cycle. Time is an issue – data needs to be recorded in a simple way and focus given to feedback to students. Activities focussed on a specific learning outcome produced good data.

Generally teachers wanted to simplify the data recording process in order to be able to use and apply to all classes.

### **Indicator 4: Student achievement data is used to inform future teaching practice**

1. Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in brackets to the side as per example below. External achievement numbers show how many in the course sat the external and how many students achieved a standard from the external. If your students attempted more than 1 external you will need separate this e.g. 2.6 15/10, 2.7 8/6

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
Total for Department	155	135	37 (8)	22 (3)	26 (3)	26 (2)	30 (5)	87 / 66 (11 / 10)

NCEA Level 2								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
Total for Department	129	117	22 (2)	22 (3)	21 (4)	21 (4)	37(4)	86 / 76 (15 / 14)

NCEA Level 3								
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Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
L 3 ENG	57	55	12 (4)	7 (1)	7 (1)	13 (1)	16	35 / 30 (3 / 2)
L 3 JOU	17	9	8	4 (1)	2 (1)	1	1	
Total for Department	74	64	20 (4)	11 (2)	9 (2)	14 (1)	17	35 / 30 (3 / 2)

2. Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped significantly from the previous year. Once again explain the contributing factors that may have led to this and what will be done to improve these results in the future.

Success in English externals at all levels for those who sit:

There is a difference between the % of students who attempt the exam at L2 – 74%, compared with those at L1 and L3, – both 64%.

The significant aspect of external results is the success of those who do sit.

- At L1 76% (91% for Māori students) of those who attempted the exam passed with A, M or E.
- At L2 88% (93% for Māori students) of those who attempted the exam passed with A, M or E.
- At L3 86% (67% for Māori students) of those who attempted the exam passed with A, M or E.

The external our students sit assesses knowledge and skills taught over the year. If present, students are well exposed to this learning. To get more students into the exam, teachers could more explicitly link learning to the exam. To scaffold exam comfort and confidence, teachers could complete more activities under exam like conditions in class.

#### Achievement of 14+ credits in L3 English

26 students achieved 14 + credits in L3 English

L3 English classes include a number of students who are enrolled as part of ongoing CUC. Although they are often enrolled in a small number of credits, English plays a significant part in their achievement of UE through the attainment of a domain subject. This accounts for 3 students who did not achieve 14 or more credits.

3. Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes?

Māori achievement was generally consistent with overall achievement.

Achievement in the L1 (90%) and L2 (93%) externals was higher than overall achievement.

Small numbers of Māori students study English at L3. They are slightly overrepresented in the students achieving 0 credits at this level.

#### **Indicator 5: Department wide goals for 2025**

The department goals need to be aligned with the school’s strategic plan. Outline below your department’s goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

1. Department Goals – Junior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Increased work completion and achievement.	<ul style="list-style-type: none"> <li>• Develop differentiation strategies that allow all students to learn.</li> <li>• Develop the use of a range of strategies for checking learning and completion within class (by teacher or student) and outside class (by teacher).</li> <li>• Self / peer assessment</li> <li>• Further embed the use of small, agreed, explained and assessed learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Junior mark book results will show improvement across the year.</li> <li>• Teacher mark books will record outcomes that reflect learning towards larger mark book assessments .</li> <li>• Classroom observations (end of lesson) will demonstrate strategies in use.</li> </ul>	Rebecca Donaldson / Anna Taylor
Develop independence in students (particularly in Year 9 to prepare for working with no TA in year 10).	<ul style="list-style-type: none"> <li>• Teach how to use assistive technologies to all learners</li> </ul>		Rebecca Donaldson / Anna Taylor

	<ul style="list-style-type: none"> <li>• Student goal setting</li> <li>• Self/peer assessment</li> </ul>		
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## 2. Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Increased participation in NCEA external assessments.	<ul style="list-style-type: none"> <li>• Discuss and promote exams as part of the assessment for the course.</li> <li>• Student participation expected in all learning activities (no opting out because they don't want to do the exam).</li> <li>• Practice activities throughout the year – scaffolded from plan to complete answer. Marking and feedback from start of year.</li> <li>• Text type for Year 11 chosen for best</li> </ul>	<ul style="list-style-type: none"> <li>• More students will attend school and NCEA exams.</li> <li>• % A,M,E of those who sit will be consistent with 2024.</li> </ul>	Anna Taylor

	<p>likelihood of success once questions and exemplars available.</p> <ul style="list-style-type: none"> <li>• Phone for absent in practice exams</li> </ul>		
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**Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development**

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

**Increased work completion and achievement in junior English classes.**

Outline the professional learning and development that members of your department will endeavor to undertake this year in line with department goals and collaborative inquiry.

Teachers will learn and use a variety of planning, learning and assessment strategies to differentiate the learning in their junior classes and develop independent learners.

This could include:

- UDL (including making resources for shared use)
- Extension
- Use of assistive technologies
- Self-assessment
- Peer assessment
- Goal setting

**ENGLISH LANGUAGE LEARNING (ELL)  
HOD: TARA DE CONINCK**

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

Evidence from: English Language Learning Department

**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



Course outlines are reviewed annually to ensure they remain relevant and continue to meet the evolving needs of students. For the 2025 academic year, we are implementing changes to our course outlines to meet the diverse needs of our predominantly pre-literate and low literate former refugee adult and adolescent students. We have developed our programme and course outlines to provide guidance to teachers whilst allowing for flexibility to meet the learning needs of the students and the multi-levels in our classes.

**2. 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



Comment:

We have assigned standards to specific classes to avoid doubling up of assessments. Although this is the ideal, this year with the influx of students at Foundation level and below, and the need to move students to reduce unrealistic class sizes, our classes are functioning at language levels well below what they were intended to be. To counter this, we are again needing to spread our assessments over several classes to ensure that students all have an equal opportunity to complete and achieve the standards available for their English language level. Teachers will assess in different contexts and will need to write new assessment tasks to ensure that students do not receive a commercial assessment task they have already attempted.

## 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 2024 confirm that activities and assessment practice has been verified as meeting the national standard



List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent, please state the action plan in 2025 to ensure this improves.

Standard - 31004 Outcome – Assessor Decisions were consistent

Details of ways that teachers in your learning area maintain their assessment expertise.

(e.g. attendance at NZQA Best Practice workshops, attendance at subject expert meetings etc)

In 2024 and earlier years, moderation in the department is completed by both colleagues and the TIC, so that teachers check a range of standards at various levels, enabling them to maintain a good knowledge of requirements of standards that are taught.

Any time a teacher is unsure of a grade, they check with a colleague or group of colleagues, and the TIC to get feedback and guidance. Prior to 2025, we had regular moderation meetings in our Monday meeting slot where we could do department moderation and discuss trickier/borderline student work. Time constraints make this more difficult, but this is something we would like to prioritize in 2025.

Where available, we refer to NZQA exemplars when marking and moderating, as well as our own externally moderated standards. Standards that have been externally moderated are made available to teachers and exemplars are filed in our assessment folders as a reference for teachers marking and moderating these same standards in following years.

Teachers attend EL Cluster meetings that usually occur each term. This is an opportunity to discuss issues, particularly, around the higher-level standards that most other schools teach. TPWOW / Hagley college is unique in its extensive use of Foundation and Level 1 standards because of our provision for pre-literate and low-literate students. There are very few commercially available assessment tasks at the lower levels, and so we have gained good experience in writing our own assessment tasks that meet the criteria of the standards. We refer to any commercial or NZQA assessments, Moderator reports, feedback on externally moderated work, and draw on our professional experience in writing assessments.

The TIC keeps up to date with communications from NZQA regarding assessment in moderation. Relevant information is passed on to teachers at department and NCEA moderation meetings.

2. Briefly describe the **internal moderation process** that all teachers in your learning area use to

moderate student work.

Moderation of student work follows a clear process to ensure completed student work is at the National level. Our department internal moderation process is as follows:

- Once an assessment task is completed by students it is marked by the teacher.
- A minimum of four pieces of student work per task is 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 are then given to the TIC to moderate. In 2025, in line with other departments, experienced teachers will moderate marking of student work directly with the TIC whilst new and beginner teachers will be encouraged to continue to do peer moderation first to ensure that they are confident in assessing student work.
- Feedback is given to teachers if marking is not found to meet the standard. 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.
- When all tasks of an assessment have been completed and individually moderated, the completed standard is then moderated as a whole by a teacher and then the TIC NCEA before being loaded into the Kamar Markbook by the assessing teacher. In 2025, many of our standards have reduced to one task so only a few assessments will require a final moderation of multiple tasks to ensure the criteria of the standard are met across assessment tasks.

Moderation marking is often done in department moderation meetings which allows teachers to mark student work collaboratively and to also make assessment judgements on speaking and writing tasks. Alternatively, teachers work together in their own time to moderate each other's work. All audiovisual recordings are uploaded to our ELL ASSESSMENT team which allows easier moderation by colleagues. Moderating with colleagues is very beneficial professional development enabling teachers to gain confidence and experience in marking to the national standard across a range of standards and levels.

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: The 2024 Department Collaborative Inquiry explained.**

#### **What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

The 2024 inquiry focused on literacy across the different levels we offer, with a special emphasis on enhancing literacy support for under-25-year-old ELL students, helping them successfully engage with the co-requisite. Kaiako were divided into three groups, each addressing literacy at a distinct level. The specific focus areas of these groups were:

- Co-requisite: Developing a resource for Kaiako working with ELL ākongā to support their engagement with the co-requisite.
- Structured Literacy: Creating a resource for Kaiako supporting pre-literate ākongā, aimed at improving their foundational literacy skills.
- Vocabulary Development: Conducting research to identify effective strategies for enhancing vocabulary acquisition among ākongā.

These initiatives are critical to improving literacy outcomes for our ELL students, and the findings reinforced the need to continue this work to inform our practice in the upcoming year.

### **Indicator 4: Student achievement data is used to inform future teaching practice**

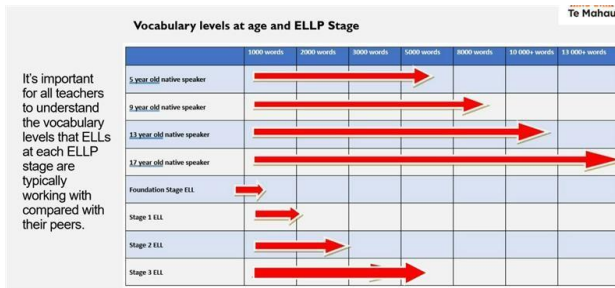
- Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in brackets to the side as per example below. External achievement numbers is showing how many in the course sat the external and how many students achieved a standard from the external.

NCEA Level 3 NZCEL and Co-Requisite Reading and Writing								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved Co-requisite read/write
ELL4 DN	24	27	0	0	1	3	17	18/9
ELL4 LS	22	31	0	2	3	3	18	27/8
ELL4 PS	17	28	0	3	1	3	16	21/10
Total for Department			0	5	5	9	51	66/27

- Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped significantly from the previous year. Once again explain the contributing factors to this and what will be done to improve these results in the future.

A strong point in this ELL4 data is that our students all achieved reading, writing, speaking and listening skills and NCEA credits in their English Language classes. The majority of students gained 16 or more credits in their ELL4 class. Attendance remained high and grew as we got new students and we also enrolled students who were identified in mainstream classes needing EL support. Students who got under 16 credits were mostly new students to school throughout the year. Students were able to participate in a variety of assessments that fit their needs. Teachers created opportunities for students based on what they had already achieved. Some students had done standards already so teachers gave new opportunities to them at a different level or in a different standard. This is a lot of work to have students working on different units in class but it is great for learning, engagement and achievement. This differentiation is a strength in our department as we cater to diverse needs.

Our co-requisite results were low, two courses had about 50% and one course had about 30% pass rate. After attending a workshop on ELLs and the co-requisite, we created a programme/unit/guide that we believed would help them achieve their literacy credits. We attended cluster meetings and discussed our rates with other schools. One discussion was around the readiness of students and that they need to be working at ELLP stage high Level 3 in order to be able to pass the co-requisite. Other discussions were around ELLs at least experiencing the co req on-line and the assessment atmosphere. This is a difficult decision to make. We are refreshing and revisiting our teaching around the co-requisite and will be entering students again in 2025. Everyone at the cluster meeting agreed that the co-req is easier than the ELL pathway to Literacy (Level 3 EAP: 30507 and 30511). The image below illustrates that the deficit in vocabulary levels of our ELL ākongā makes it more challenging to achieve the co-req.



### Indicator 5: Department wide goals for 2025

The department goals need to be aligned with the school's strategic plan. Outline below your department's goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

#### 1. Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Co-requisite	Further develop learning opportunities for students to practice their reading and writing skills required for the co-req tests	We would like our pass rates to be well above 50% for ELL4 students. For ELL3 students we would like to see above 40%.	Lesley Sarah Freya
UE Literacy	Identify students at this level and create a pathway for students.	Identification of students and check ins throughout the year. Creation/adaptation of current UE Lit units of work.	Lesley Sarah Freya
Community and Vocational courses	Focus on literacy so students can actively participate in assessments in reading, writing, speaking and listening to show their progress over the year.	Teachers to assess students at their level. This means creating our own assessments at pre-foundation level and offering a range of NZQA EL standards.	Tara Leanne Freya Jenny Rebecca Diana Beate Sally Clyde

### Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

For the 2025 Collaborative Inquiry, the department's goal is to ensure that there is an improvement in the percentage of ELL ākonga passing the co-requisite. Given the importance of this outcome, our focus will be on strengthening the support systems and strategies that enable ELL ākonga, to meet the demands of the co-requisite.

To achieve this, we will:

- Enhance Co-requisite Support: Building on our previous work, we will refine and expand resources specifically designed to help ELL students engage with and succeed in the co-requisite course. This will include tailored academic support, scaffolded learning strategies, and increased access to literacy tools.

- Improve Assessment Readiness: We will explore and implement more effective assessment strategies that identify areas of struggle early, allowing us to provide targeted support for students at risk of not achieving the co-requisite.
- Focus on Collaborative Teaching: Strengthening collaboration between Kaiako teaching at different levels to ensure that literacy and co-requisite support is integrated across the curriculum, ensuring a consistent approach and shared strategies.

The decision to focus on the co-requisite for 2025 comes from a strong desire to ensure that all students—especially those who face additional literacy challenges, such as ELL ākongā—are fully supported in meeting this critical academic milestone. The co-requisite is a key component of the student pathway, and success in this area is essential for future academic achievement. Based on the findings from the 2024 inquiry, it is clear that continued and focused efforts in this area will directly contribute to improved student outcomes.

Outline the professional learning and development that members of your department will endeavour to undertake this year in line with department goals and collaborative inquiry.

Our department will focus on professional learning and development to support student progress in reading and writing for the co-requisite. Kaiako will engage in ELL cluster meetings and collaborative inquiry groups to improve literacy instruction, with an emphasis on effective strategies aligned with NCEA requirements. This will allow ELL kaiako to identify ELL ākongā needing additional support and create tailored learning pathways for them. In addition, we will encourage active student participation in assessments through formative practices and feedback methods that help ākongā track their progress. Ongoing collaboration through department meetings and peer observations will ensure that we continually improve our teaching and meet our department's goals.

**MATHEMATICS**  
**HOD: ANGELA BRETT**



**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 ✓

Comment: As planned, the dept implemented new schemes in year 11 over the course of 2024 to align with the new standards. These will need to be re-worked in 2025 to reflect the changes that were made at the end of 2024. Additionally, the changes made to the year 9 and 10 schemes at the end of 2023 have been discussed in dept and some changes have been made for the start of 2025 to address a greater need for geometry focus in order to prepare students for the new year 11 program.

**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 ✓

Comment: One of our biggest pushes in 2024 was the implementation of common assessments for all junior topics (as opposed to a previous system of assessments 'banks' that individual teachers choose to select from). At the end of the year several of these assessments were identified as needing adjustments and this will be implemented over the course of 2025. A large part of this will be determining what to use for an end-of-year assessment for the year 9 cohort. The assessment used (which was sourced externally from a provider that we had not worked with before) at the end of 2024 was determined to be significantly too long, but there are ongoing discussions about how to address this in a way that will allow all students to demonstrate progress made throughout the year.

**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 ✓

Comment: The major changes for assessment in 2024 were the new standards for Year 11. These were a challenge to implement, particularly the 1.3 'submitted external' which required the use of exam.net and significant staff and teacher upskilling, and this learning will be useful in spite of the changes to that standard. The dept began using student authenticity declarations for any exam involving digital components and has developed a system for this to use going forward. Some concerns were discovered with individual teachers who did not correctly following dept procedures and/or marking schemes and rubrics which lead to a dept wide shift in how papers marked as 'not achieved' are handled. Teachers are now required to check all 'not achieved' scripts with a moderator. Additionally, Angela and Nadeeka did extensive work helping other staff members to provide students who had been absent or unable to complete assessments within class time with the opportunities they were entitled to in order to complete their work. We are looking at ways to support these other staff members to be able to manage this on their own this year.

**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)



We have no concerns about our year 12 and 13 assessments, most of which are sourced from subject association materials and many of which have been moderated. However, the year 11 tasks that we used this year, although sourced from NZAMT have not been approved by NZQA and we are aware that other schools have been told that the 1.1 assessment task that we used this year was not acceptable. We are looking at adjustments.

- Moderation reports for all standards moderated in 2024 confirm that



activities and assessment practice has been verified as meeting the national standard

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent or not yet consistent, please state the action plan in 2025 to ensure this improves.

Standard - 91944 Outcome – Not Yet Consistent

The dept feels strongly that we followed all reasonable steps to correctly assess this standard (attending PD, participating in subject association groups and forums) and it was clear from communication from other schools that a large percentage of schools that had this standard moderated in 2024 had their work marked as Not Yet Consistent. NZQA have made changes to the standard in response, and the dept has attended further PD around the changes. Angela has also, on advice, started working through a textbook from Pip Arnold for more information that may be useful.

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). In 2024 this was not able to be done with year 11 standards, as they were new. The dept endeavoured to use Ministry provided exemplars for similar comparisons but found that the exemplars given were on the whole unhelpful (written by teachers instead of students or clearly noted as being not written for the updated standards) which contributed to our issues with external moderation. We hope to have some better exemplars for 2025 provided from both the ministry and other schools, though we note very few schools report having received 'pass' marks on their external moderation last year. We expect that this will still be a problem in 2025 and that it will be an ongoing process into 2026.
- Angela joined the executive committee of CMA at the start of 2022, began working as the membership secretary in 2023, and attends the monthly meetings. This provides connections to HODs at other schools and access to their knowledge about changes in standards as well as information about available PD.
- Teachers attend various workshops as they are scheduled. In 2024 this included NZAMT and CMA sessions detailing what changes had been made to the level 1 standards and suggested material and methods to use with CAA candidates.
- Angela applied for and was accepted to the marking team for the Numeracy CAA and participated in marking for both the June and October sessions of 2023, and the May session of 2024, bringing back information from the marking meetings to the dept. In 2025 she is hoping to be involved in other marking groups to help with better understanding about the level 1 externals.

2. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work.

The department's staff moderate samples of their colleagues' students' work for each standard offered. Each sample consists of three student scripts. Teachers are encouraged to choose samples which may sit near a grade boundary to ensure that everyone is making the same judgement even in tricky cases. The department holds a formal moderation meeting when required, and at other times, student work is moderated on request. In 2024 a large number of Level 1 scripts were panel marked to allow teachers to better understand the requirements for each level of achievement.

The department maintains moderation tracking sheets for each standard kept in a visible location. Nadeeka checks to see that all teachers who teach a given standard completed their moderation in a reasonable time and complete the 3-point checks on a running basis. This system will continue in 2025, with the addition of moderation cover sheets stapled to all moderated scripts to ensure all information on moderated scripts is correctly recorded.

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. Once this is done, teachers sign off on a department list which is then filed. All student work, whether moderated or not, is retained for 2 years.

3. All moderation for each standard taught in 2024 is on kamar. ✓

### **Indicator 3: The 2024 Department Collaborative Inquiry explained.**

#### **What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

In 2024 the dept focused on literacy work intended to improve student outcomes on the CAA and to help us prepare for the new AS 1.3 submitted external exam, which had a heavy writing component. This was a continuation of work that has been done in the dept over several years in terms of the CAA focus, but the adjustments to how we taught our year 11s to prepare for the 1.3 was new. The dept worked with what little information was available about how students were expected to answer the writing prompts in the 1.3 and prepared exemplar answers for students, which is something that we have tried before. However, we also attempted to open our practice up to some more novel approaches, deliberately encouraging staff members to try new things. Some staff attempted quite unusual approaches including things like cutting apart the instructions and the problems on worksheets and handing them out separately to encourage students to read the instructions before working! All approaches were discussed in dept meetings and other staff tried things that seemed usable.

The dept success rate with the 1.3 exam was good (74% across both the MAA and MAT classes) but in the end the dept felt this may have been better luck than skill, and we still do not have comparative numbers to work with to determine whether this was a good outcome for our decile or compared to the rest of Aotearoa. The CAA results for the year were very mixed – the year 10 had about a 73% pass rate, which was down a little from 2023 but still reasonable, however the rate for the year 11s was around 42%. This is in large part due to the specific group sitting the exams – the 11s entered into the CAA were those who had not passed it previously, and we were default entering all year 10s in place of selecting students. However, it leaves staff unsure of whether the interventions tried in the inquiry had much impact.

We also had, separate from the inquiry, targets in the dept around numeracy pass rates for our year 11 cohort. In 2023 our pass rate had been about 90%, and we had concerns about retaining this given the changes to the Level 1 standards. Our 2024 rate among year 11s, though, ended up around 86% which is not a big drop. As with previous years, the very small group of students who did not attain numeracy had attendance rates that were mostly below 60%, and several of the ones whose attendance was above were close to gaining their numeracy through the internal standards and will be caught up in the 2025 NUM class within one term. The dept did significant work around providing extra support (targeted help during class, catch ups during tutor or Hauora time) for students where concerns were raised early in the year, and this work was acknowledged by the dept to have been well worth the time and energy.

### **Indicator 4: Student achievement data is used to inform future teaching practice**

1. Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables.

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
11MAT	122 (14)	111 (14)	21 (2)	23 (5)	38 (3)	42 (4)	--	83/57 (13/7)
11MAA	58 (8)	56 (7)	0	4	17 (4)	20 (1)	16 (3)	AS1.3 – 35/26 (3/3) AS1.4 – 41/24 (4/3)
Total for Department	180 (22)	167 (21)	21 (2)	27 (5)	55 (7)	62 (5)	16(3)	

NCEA Level 1 - ELM								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
ELM	21	34	27	3	4	0	0	--

NCEA Level 2								
Course	Number enrolled	Number enrolled	Number who	Number who	Number who	Number who	Number who	External achieve

	in the course in term 1	in the course in term 4	gained 0 credits	gained 1-5	gained 6-10	gained 11-15	gained 16+	ment numbers that sat / numbers that achieved
12MAT	69 (8)	53 (6)	2 (0)	17 (2)	21 (5)	26 (1)	3	32/20 (4/3)
12MAA	45 (1)	49 (1)	1	5	13	28	3(1)	AS2.6 – 33/24 (1/1) AS2.7 – 31/27 (1/1) AS2.12 – 8/7
MBG	16 (1)	14 (1)	4	7 (1)	6	0	0	--
Total for Department	130 (10)	116 (8)	7	29 (3)	40 (5)	54 (1)	6 (1)	

NCEA Level 3								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
13MAT	30 (2)	23 (2)	2	3	9	4	12 (2)	--
13MAS	24	22	2	2	7	5	6	13/9
13MAC	32 (1)	30 (1)	3	5	6	5	13(1)	AS3.5 – 2/2 AS3.6 – 27/22 (1/1) AS3.7 – 23/14 (1/1)
Total for Department	86 (3)	75 (3)	7	10	22	14	31(3)	

- Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped

significantly from the previous year. Once again explain the contributing factors that may have led to this and what will be done to improve these results in the future.

The MAA courses in year 11 and 12 both had good results and much better than the associated MATs. This is partly a reflection of the type of students who go into each course, but we also recognize that we were not including the CAA credits in these totals, which both the 12 and especially the 11MAT classes spent time on, made these totals look worse than they were.

We were pleased that the 12MAA had better credit numbers this year than they have sometimes had, with a push to get more students to complete the statistics paper that gains them 4 credits. Our 13MAC class had poorer results than has been standard in recent years, possibly because, with 2 classes running, we didn't feel as serious a push to move students who weren't really equipped to handle the course and so there were more students there who had not passed what we usually insist are prerequisite exams. Similarly, the 13MAS course had poorer results this year and we may need to look into suggesting some level 2 math's as a pre-requisite for this course (it is currently open entry) as passing the level 3 papers without any level 2 math's background appears to take some students a very long time, leading to getting through fewer papers.

In general, my feel is that the difference between courses was much less of an issue than the difference between individual teachers within courses, with differences in pass rates among the 11MAT classes particularly high. This is being addressed with the staff members involved.

3. Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes?

In our year 11 courses, Māori student success looks roughly on par with other students. In the 11MAA course in particular, the Māori student results going standard by standard look better than the European students. Looking at the distribution of our Māori students in year 11, a similar percentage have chosen to take the 11MAA course as the percentage of non-Māori students – around 40% of both groups.

In year 12 and 13, again, Māori student success rates look very similar to our other students. However the number of students involved is very small – indeed - according to our records only 3 Māori students were enrolled in year 13 maths classes. It would be good to compare these numbers to other departments, particularly Science to see if our numbers are significantly different and whether we need to think about our retention rates.

When we look at the year 10 CAA data we do see an achievement gap. Among our European students the pass rate was just over 76%, while for the Māori students, the rate was closer to 65%. We are aware from asttle testing that a higher percentage of our Māori students arrive in year 9 working at levels 2 or 3 of the curriculum, which may account for some of this difference. It would be good to track the individual students to see if this is the primary driver, and then to look at what we are going to do to better address the disparity.

#### Indicator 5: Department wide goals for 2025

The department goals need to be aligned with the school's strategic plan. Outline below your department's goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

##### 1. Department Goals – Junior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Better use of data to support our lower achieving junior students	As of last year, the dept has been tracking outcomes on topic tests and practice writing tasks for junior students. We now	After topic tests we will produce analyses to locate students with higher needs. Teachers will be able to see how	Lisa Angela Helen Shirley

	need to start analysing this and providing more support for students consistently underperforming.	their students are tracking compared to the larger cohort.  The dept will work with Helen and the Learning Support team on strategies all teachers can use with higher need students	
Continued work on developing topic and EOY testing	End of topic tests need analysis and adjusting after being put in place last year	All topic tests and their marking schedules will be in the dept folder  The end-of-year 9 test will be a better length and available for staff to comment on by end of T3 to allow for adjustment	Lisa Angela Other staff to help with specific tests

## 2. Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Returning Year 11 numeracy rates to the 90% level that was standard before 2024	We will continue to target students where concerns are raised early in the year due to attendance or experience  The year 11mat course design has been adjusted to provide more	Achievement rates for internal year 11 standards  End of year numeracy numbers	Angela/Nadeeka – senior class oversight  Angela/Nadeeka/ Manpreet/Bernie Tony – year 11 teachers

	<p>internal credits to increase the chances for a student to gain 10+</p> <p>Staff will continue to work on teaching the CAA material in year 10 to have as many students with numeracy before year 11 as possible</p>		All junior teachers
Examining retention of Māori students in senior maths classes	Part of 2025 inquiry will look at what choices our year 11 Māori students are making about their year 12 courses and beyond and possible reasoning for this	<p>The dept will be more aware of factors leading to Māori students choosing to stay in maths</p> <p>Time will be allocated for discussion around what we can control</p>	<p>Angela/Nadeeka to lead</p> <p>All staff participation</p>

**Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development**

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

Outline the professional learning and development that members of your department will endeavor to undertake this year in line with department goals and collaborative inquiry.

In 2025 our dept will undertake some detailed tracking and analysis of past cohorts of students. Our dept has now been using easttle testing for junior groups for long enough that we have data from when the 2025 year 13 cohort were starting with us year 9 and we can look to see what has happened with all of these students – whether and when they gained numeracy (through internals for this cohort), whether they stayed in math’s beyond year 11, or stayed in school at all. For the students currently in years 11 and 12, we can compare easttle data in the junior years to whether and when they passed the CAA.

We need to know whether we are managing to reach students who arrive with us with very low maths levels, and whether we are maintaining the growth of students who arrive doing well. In addition, we need to look seriously at the outcomes for our Māori students, and our girls – both groups with historical disadvantages in mathematics courses.

I would like to see this extended by comparing our retention data with other departments, and potentially identifying small numbers of students in our current year 13 cohort who would be willing to talk to us about their math's pathways through Hagley. In the past the math's dept has benefitted from a year 11 course that frequently allowed many students to gain large numbers of credits, due to small chunked assessments, which led students to choose math's in year 12 – but we won't have that advantage anymore. I am hoping to identify realistic, concrete moves the dept can take to provide courses that are able to appeal to both our mainstream and our marginalized groups, and hope that having staff in the dept do the analysis with me will lead to more awareness of steps we need to take.

**PERFORMING ARTS**  
**HOD: Naomi Milner**

**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

Comment:

**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

Comment:

**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

Comment:

**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 2024 confirm that activities and assessment practice has been verified as meeting the national standard

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent or not yet consistent, please state the action plan in 2025 to ensure this improves.

Standard -	Outcome -	(Action Plan if required)
91495	not consistent	students should meet the PG requirement if it is in the brief.
Or justify whatever use of conventions might arguably break this.		
91941	consistent	

Details of ways that teachers in your learning area maintain their assessment expertise.

(e.g. attendance at NZQA Best Practice workshops, attendance at subject expert meetings etc)

Teachers are encouraged to engage with current best practice in their domains and to maintain their subject association memberships and relationships. Teachers are encouraged to attend all BP workshops and to remain aware of updates and NZQA amendments to assessment conditions.

2. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work.  
Student work is initially assessed by the teacher and then a sample, or the received assessment work (where numbers are low) are shared with a subject expert for moderation to ensure the teacher marking is consistent to the current version of the standard.



3. All moderation for each standard taught in 2024 is on kamar.

### **Indicator 3: The 2024 Department Collaborative Inquiry explained.**

#### **What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

Over the academic years 2024, and continuing in 2025, the performing arts department has undergone an inquiry into their teaching practices within an Aotearoa NZ cultural framework that acknowledges an increased expectation of cultural competency and of the inclusion of mātauranga Māori concepts within their pedagogical kete. The new standards, introduced at level 1 in 2024 and planned at level 2 and level 3 from 2025 and 2026 respectively, each has an embedded mātauranga Māori indicated in the Learning Matrix.

According to the MOE “This approach is found only in Achievement Standards for which inclusion of specific mātauranga Māori concepts or values is integral to the competency being assessed in the Level 1 standards. It always sits in the Explanatory Note 2 (EN2) position. This Mātauranga Māori EN2 worked well in pilots and has been continued into implementation as a requirement for the Level 1 Achievement Standards that use it. When a Mātauranga Māori EN2 is used in an Achievement Standard, this will be explicit

Although, in the visual arts [which is where film currently sits at level 1], this expectation is embedded within the standard name: *Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context*, it is further outlined in Explanatory note 2 of each achievement standard, as per the MOE approach.

#### Sample explanatory Note 2 Visual Arts

An Aotearoa New Zealand Māori context acknowledges Māori culture as foundational, a living treasure, indigenous, and unique to Aotearoa New Zealand.

In a Visual Arts context, our unique Māori foundations can be drawn upon through understanding concepts, kupu, narratives, tikanga, symbols, and patterns inextricably linked to mana whenua and the rich legacy of Māori visual culture.

This informed, and continues to inform, our practices with an assurance that the focus on mātauranga Māori concepts or values that have come to hold mana in our kura, are supported by the objectives of the curriculum design and is no longer viewed as “sitting alongside” course materials in the subjects taught within our department. This in turn adds authenticity to the import of cultural competencies as well as culturally responsive pedagogies.

### **Indicator 4: Student achievement data is used to inform future teaching practice**

1. Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in

brackets to the side as per example below. External achievement numbers show how many in the course sat the external and how many students achieved a standard from the external. If your students attempted more than 1 external you will need separate this e.g. 2.6 15/10, 2.7 8/6

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
11/12/13 DSE	Assessed at level 2							
11DRA	20 (2)	20 (3)	3	5 (1)	12 (2)	0	0	0
11FPH	12	10		2	2	2	1	6/5
11MUB	21	15	0	4	2	4	3	3/3
11MUS	22 (1)	12	0	2	5	2	3	4/3
Total for Department	75	57	3	13	21	8	7	13/11
NCEA Level 2								
Course	Number enrolled in the	Number	Number who	Number who	Number who	Number who	Number who	External achievement numbers that

	course in term 1	enrolled in the course in term 4	gained 0 credits	gained 1-5	gained 6-10	gained 11-15	gained 16+	sat / numbers that achieved
11/12/13 DSE	7	7	0	0	0	1 (1)	6	
12D RA	13 (2)	10 (2)	1	2	5	0	5 (2)	5/4
12/13 ST C	22 (3)	10 (2)	3 (2)	5 (1)	3	1	0	
12FT V	9	5	0	0	1	0	3 (1)	2/1
12M US	20 (1)	17 (1)	4	1	4	2	8	3/2
12H SM	12 (2)	14 (2)	2	4	1	0	8	6/2
Total for Department	83	63	10	12	13	3	30	16/9

NCEA Level 3								
Course	Number enrolled in the	Number enrolled in the	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers

	course in term 1	course in term 4						that sat / numbers that achieved
11/12/13 DSE	Assessed at level 2							
13DRA	12 (2)	10 (1)	1	0	2	1	6 (1)	6/6 (1)
12/13ST C	22 (1)	7	6 (1)	0	2	0	0	
13FIP	9	7	1	1	3	1	1	n/a
13FTV	9	9	2	0	4	5	3	2/2
13MUS	12 (1)	13 (1)	0	1	4	4	4	0
13HSM	13	11	2	1	1	0	7	3/1
Total for Department	77	57	12	3	16	11	21	11/9

Hagley Theatre School					
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who (ie performed at LAF)??	Number who (ie performed in Auripo Auditorium)	Professional projects/acting
Year 1	8	8	8	8	6
Year 2	14	10	11	10	6

Indicators of success in these courses:

2024 was a transitional year for Hagley Theatre School (HTS) as a change in leadership introduced a new approach to theatre training. The revised curriculum placed greater emphasis on acting preparation rather than theatre production and performance. However, students still had opportunities to apply their learning in front of an audience, with two major theatre projects in Semester Two: Tercet at Lyttelton Arts Factory and Theatre for Social Change at Hagley College, Muy Muy Bar, and The Piano.

The new curriculum was structured around two key areas: acting technique and theatre creation. Both Year One and Year Two students were combined into a single group, and they responded positively to the changes. End-of-year interviews, teacher feedback, and audience responses highlighted student success in the following areas:

- Adaptability to Change: Students embraced the new approach to theatre training with openness and enthusiasm. Deeper Connection to Acting Technique & Theatre Training Student performances demonstrated increased engagement with the theatre-making process. They took more risks, showed greater independence and responsibility, and articulated their learning with more depth and clarity.
- Community Outreach: Students performed in professional theatre venues, gaining experience with industry protocols, engaging with diverse audiences, and establishing community connections through their work. Theatre for Social Change was a standout experience, requiring students to research, collect real stories from specific communities, and transform those stories into a performance.
- Quality of Work: Student work demonstrated significant improvement, reflecting the implementation of new training approaches introduced in May 2024. The curriculum's student-centred, process-driven approach focused on learning the craft of theatre. Feedback from

stakeholders and the community highlighted an increase in acting quality. The use of theatre masks pedagogy, introduced in Terms 2 and 3, was particularly impactful evidenced in the performances of Tercet at LAF and Theatre for Social Change, where characters were more embodied, truthful, and well-structured.

- Text, Writing, and Direction: Students engaged in performance creation, developing skills in writing, scene shaping, directing, and structuring theatre under staff guidance. The holistic approach led to successful student-led work with high-quality outcomes. A key innovation was the integration of research, analysis, and transformation of data into theatrical material, deepening students' creative and analytical skills.
- Impact of Change: The school's new direction was widely welcomed by students. However, a small number who preferred the previous structure decided to leave the course. This was discussed at length with the Senior Leadership Team (SLT), and it was acknowledged as an inevitable part of the change process. Some students initially enrolled with a different expectation of theatre studies at the start of 2024 and understandably chose to withdraw. The overall impact of these changes has been overwhelmingly positive, setting a strong foundation for the future of HTS.
- Future Studies: Seven out of eight second-year students chose to continue their studies. Five were accepted into the Performing and Screen Arts Degree at Unitec in Auckland, one pursued early childhood teacher training, and another re-enrolled in the One-Year Acting Training Course at Hagley Theatre School. Among the first-year students, six opted to return for a second year in the One-Year Acting Training Course at Hagley Theatre School, reflecting their commitment to further developing their craft.

2. Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped significantly from the previous year. Once again explain the contributing factors that may have led to this and what will be done to improve these results in the future.

In both 11MUS and 11MUB there was a larger number of students enrolled over the course of the year, around 24 in both 11MUS and 11MUB class at one point, however, there were a lot of students that dropped the course during the year. When the kaiako was away for health reasons the numbers dropped down to about half and these largely were regained when the kaiako returned in Term 3. Not many students attempted the externals and that is something that will be focused more on in 2025, including composition and context. Productivity of both classes regarding internals was high and most students did the Notation standard, performance and the Beats re-creation standard seemed to be enjoyable for most and achievement was very pleasing. Three students successfully completed the composition external in 11MUB and 4 student's complete composition in 11MUS. Everyone got at least an Achieved, some got Merit and one did not achieve.

In the 11FPH cohort there was a lot of ākongā disappointment with the fact there is a focus predominantly on photography in the first assessment tasks, which were in the first two terms, and this will be reviewed and reconfigured and rebalanced in 2025. There was also a disengagement in the mode of working in an arts context, which is substantively different to the media studies context of film. Finally, there was difficulty with engaging in the cultural contexts and I have done much work (co-constructing and reconstructing) towards a narrower focus topic to help students engage with this aspect of the curriculum.

It is pleasing that engagement with the Drama external exams increased in 2024. The achievement results for the Level 2 AS91219 and Level 3 AS91518 exams were higher than in previous years. For example, all six 13DRA that sat the exam were awarded the credits. Two students achieved the same Achieved result as in the practice exam, whilst the remaining four students gained a higher grade. One moved from a Merit to an Excellence grade, one increased from an Achieved to a Merit grade, and two students achieved the standard when they had failed the practice exam. The 12DRA results were not as impressive, but there was an improvement on the previous year. Four

of the five students who sat the 12DRA exam passed, and two of the five students who had failed the practice exam, were awarded an Achieved grade in the external. A contributing factor for the improved results could be that analysis and discussion of the drama elements, conventions, techniques and technologies were more explicitly integrated into all assessment tasks throughout the year. The play chosen to analyse for the exam was also an excellent choice for discussing the theatre concepts and societal impact. Whilst some students decided not to sit the external exam as they had already passed the year, some chose the external to be awarded UE literacy credits, and/or to go towards their 60 Level 2 or 3 credits.

The 2024 13 MUS cohort had the unfortunate event of changing their teachers, three times before term 3, plus some relievers. It was pleasing to see their term three and four teacher was able to guide them to achievement credits in terms 3 and 4. No one entered for the external exams; however, the data shows that 30% of the class gained 16+ credits and had a 100% success rate for gaining some credits from this class. Although this result was disappointing overall, it was a turnaround towards improved results and for this both ākonga and the kaiako in charge worked hard. In 2025, there should not be as many disruptions of this nature and with newly designed and implemented plans, they will achieve better.

The 2024 dance cohort for NCEA were all assessed at level 2 and this was done to attempt a cohesion in learning and help build relationships to enhance the achievement rate. The class achieved better in the assessments at the end of the year than at the beginning due in part to new students not having the skills/experience of students previously taught by the kaiako and in part due to the class relationships being well-established. Finally, the style of choreography for the final assessment was co-constructed, providing further evidence of teaching to the NE, and it was noted that when the style was chosen by the majority there was a high by-in rate resulting in higher achievement.

There were mitigating factors across the Performing Arts subjects for some disappointing results – staff unwellness, new level 1 standards and the uneven approach to the delivery of this across subjects in a timely manner meant there was more pressure and perhaps less efficacy. We noted across the levels that the disruptions to learning, and some uncertainty did have an impact on relationships and in turn on attendance and achievement. We were also able to draw evidence from these classes of teacher efficacy in turning around attendance, engagement and achievement and in music level 1 and 3 in particular we were able to see the impact of kaiako stability on relationships and in turn on results of ākonga.

Across the department, and indeed Kura-wide, we noticed the level 3 cohort in 2024 was particularly difficult to engage in their chosen courses of study. There are a few mitigating factors, but the main encompassing factor seems to have been the four-year interruptions to school operations, which included their entire high school experience prior to the very important year 13. They had the covid years and then they were impacted by teacher strikes. Their high school careers were characterised by disruptions to their class-contact, so small wonder they continued this pattern and struggled to engage, even when external circumstances settled. This noted, the staff with performing arts have each identified areas of concern within each level of their curriculum delivery and have adjusted or made plans for adjustments to improve these outcomes in 2025.

It is worth noting that, although NCEA is uppermost in our foci across the Performing Arts, there are indeed other measures of success: the film department saw a year 12 student receive the ARA School Sorts Film Competition best Editor award, Music students took away top prizes in Southern Jam for best ensemble and Best Guitarist award, Best Rhythm Section Player, and the Overall Best Musician award. In the Sheila Winn Shakespeare Music Composition Competition a Year 13 School of student won the 3<sup>rd</sup> prize and a Year 12 music student's song was "Highly Commended".

[Peace Song Songwriting Competition] that same student also won the top 40 in the National Songwriting Competition Peace Song Songwriting Competition. A Year 12 band and a year 11 student who was the solo/duo category winner in Canterbury, were in the top 30 at the SmokeFree RockQuest for the National selection. They were invited to perform at a recent Band Quest at the Town Hall. Finally, a Year 12 School of Music student was also invited to perform in the Christmas in the Park concert – all showcasing the work and achievements of the Performing Arts ākonga outside the classroom.

3. Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes?

### **Ākonga Māori in Drama**

Student data shows that ākonga Māori, in general, are engaged with Drama and achieved well in 2024. Student voice shows that ākonga Māori enjoy the practical subject and found the learning environment and pedagogical approach to be culturally responsive and inclusive. For example, 12.5% of 13DRA identify as Māori, (one of eight students). The Māori student gained 22 credits in 2024, (9 Excellence credits, Merit 9 credits, and 4 Achieved credits for the external exam). He also awarded the 13DRA subject prize. He fully embodied the Hagley values of whakamarumarū, mana, whakawhirinaki, and tika, and always prioritized the collective and ensemble, rather than his own individual needs. In 12DRA, 15.3% identify as Māori, (2 of 13 students). The two Māori students continued to attend for the entire year. One ākonga Māori gained 22 credits, (9 Merit credits, 9 Achieved credits and an Achieved for the external exam). The other ākonga Māori chose not to sit the external exam, but gained 18 internal credits, all at the Merit level. In 11DRA, 15% of the cohort identify as Māori, (3 of 20 students). Two achieved all 10 credits offered, one gaining 10 Merit credits, and the other gained 10 Achieved credits. The third ākonga Māori joined the class part way through the year, so was only present for one assessment, gaining 5 Achieved credits.

It is disappointing that some of the students who did not achieve any credits in 2024 were ākonga Māori. One ākonga Māori left 13DRA in Term 1 before they had completed any assessment performances. In the combined Year 12 and 13 Stagecraft (STC) class, two ākonga Māori left without completing any assessment tasks. In STC, a Māori student achieved one Level 2 standard, but another ākonga Māori stayed enrolled in the class and developed designs to an Excellence standard, but did not submit their supporting written work, so was not able to be awarded the credits. Student voice shows that ākonga Māori enjoyed the Stagecraft practical tasks and classroom environment, but the academic results are low. Strategies will be developed in 2025 to improve ākonga Māori retention, and as discussed previously, better scaffolding will be provided to help ākonga Māori (and all students) complete their written justification.

### **Ākonga Māori in Dance**

One ākonga Māori joined the dance class later into the course and missed the first assessment opportunity but achieved all the other assessments well, but did not attempt the exam. Achievement level was higher, once the relationships had been established amongst the cohort overall and this was true for this student also.

### **Ākonga Māori in Film**

The numbers in film are not high, but in-keeping with honouring Te Tiriti O Waitangi, there is a duty of care in ensuring there are teaching practices that are proved to improve achievement for Maori, and these can be presumed to account for the success of ākonga Maori in this subject. Teaching to the Northeast, co-constructing course content and allowing creative freedoms within the limitations of the standards all help with engagement and achievement. Representations in film can also improve engagement as we look to see ourselves and aspirational versions of ourselves onscreen. While the writing rich standards do prove to be more challenging than the practical aspects of film, the conversational and ideas sharing aspects of the film courses and the self-exploration and social sciences aspects do tend to have a greater 'buy in', and higher attendance with higher achievement rates at those times.

### **Ākonga Māori in Music**

The data shows ākonga who identify themselves as Māori are slim (5 to 10% of the cohort) in Music. However, when they take music, they excel as the nature of the standards leans towards practical based and often, they are one of their strengths. However, literacy rich standards can be difficult for them to fathom in English and Te Reo.

The 2025 plan has been implementing inclusions of Waiata in the lessons in terms of the context and culture of the class, in addition to the regular Karakia at the beginning and the end of the class.

### **Ākonga Māori Hagley Theatre School**

Student data indicates that 15% of the Hagley Theatre School (HTS) cohort identifies as Māori. In response, the new HTS curriculum has incorporated Kapa Haka as a core discipline, making it an integral part of the acting training syllabus.

The inclusion of Kapa Haka encompasses tikanga Māori, te reo Māori, and te ao Māori, along with waiata, karakia, and the study of ihi, wehi, and wana as they apply to performing arts. This integration represents a significant step in honouring Te Tiriti o Waitangi, supporting Māori ākonga success, and upholding the core values of Hagley College. By embedding a Māori worldview into acting training, HTS fosters a more inclusive and enriched learning environment for all students.

### **Ākonga Māori in Performing Arts**

The numbers tell a similar story across our PA subjects, and the success rate for Maori is at least equal to that of non-Maori. I do believe the culturally responsive teaching styles we have been working on adopting and/or improving are seeing some successes and, as others have noted the performing arts have a tendency to provide for relationship building as embedded into the needs of our curriculum which helps us to provide well for these members of our cohorts. We struggle with attendance impacting these results with Maori, in the same manner as with non-Maori students and, unfortunately poor attendance not only impacts the individual, but the group in some of our major assessments, which impacts the group results, rather than the individual.

**Indicator 5: Department wide goals for 2025**

The department goals need to be aligned with the school's strategic plan. Outline below your department's goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

1. Department Goals – Junior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi	We seek ākonga voice at various stages of our teaching and assessment cycles; co-designing and developing our practices to reflect who we have in front of us at any time and making sure an authentic bicultural mana ōrite perspective is achieved and maintained explicitly, at the highest level.	We should see attendance and engagement data to support. Students attending and fewer instances of behavioural or engagement disruptions noted, especially those needing to go into the fast-track system.	All Performing Arts Kete Wana teachers are tasked this responsibility, overseen by the TIC's of those subjects and in turn, by HOD.
Strengthen students' achievements in their learning: Prepare students for level 1	Working within the Kete Wana system to offer the best opportunity for skills acquisition and prepare ākonga for the level 1 curriculum on potentially one 12-week cycle of teaching and learning. Acknowledging the limitations of such short-term data and using what we can offer for the best outcomes for ākonga. We will set meaningful indicators of progress in our Kete	Year 10 students at the end of their Kete Wana block will have the skills to engage with the curriculum for the subject at level 1.	All Performing Arts Kete Wana teachers are tasked this responsibility, overseen by the TIC's of those subjects and in turn, by HOD.

	<p>Wana classes and report on these in a timely manner, alongside other departments. We will continue to participate in conversations with ākonga and whanau about the wellbeing benefits of Performing Arts engagement and the pathways available to them in our subject areas – ever reminding that Performing Arts offer both opportunity for self-expression, as well as a broad range of legitimate pathways for exciting futures. We use marking rubrics for self-assessment, and then teacher assessment of student work completed in classes.</p>		
Learning for wellbeing	<p>For students to be offered a performance opportunity/opportunities that had not been available in recent years, due to limitations on performance spaces, and COVID restrictions. This is a vital ingredient for a Performing Arts Student, to authentically showcase their learning on-stage, or on-screen, for a supportive audience of their peers and whanau.</p>	<p>We will organise a performance event for the Junior College, in term 4, to showcase the talent and learning achieved by the junior college Performing Arts students.</p>	<p>All Performing Arts Kete Wana teachers are tasked this responsibility, overseen by the TIC's of those subjects and in turn, by HOD.</p>

2. Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi	This will include engaging in PLD offerings to continue our growth in culturally responsive pedagogies from where we are at and using tools such as the Aromatawai: Te reo Māori me ōna tikanga (self-assessment tool, and the Hikairo Schema to measure this progress individually and across our department. We will practice including cultural practices in our meetings and embed this practice, so it becomes our department culture. We seek ākonga voice at various stages of our teaching and assessment cycles; co-designing and developing our practices to reflect who we have in front of us at any time and making sure an authentic bicultural mana ōrite perspective is achieved and maintained explicitly, at the highest level.	Staff will notice an increased ability level or confidence with the Aromatawai: Te reo Māori me ōna tikanga (self-assessment tool, and the Hikairo Schema to measure this progress in their own practices. As we know what works for Maori works for all and an increased awareness and improved skill level of cultural competency will, we predict, increase engagement and the flow-on from this is likely to be increased enjoyment and achievement.	This will be led from SLT down; from the staff PLD plans that will continuing the pathway already walked in recent years, to utilising the resources currently being developed by the Kahui Ako, to TIC focus on cultural contexts within their domain, to teacher engagement with all the above.
Strengthen students' achievements in their learning: Improved attendance = improved achievement	Each of our subject TIC's have highlighted a need for, and the benefits of, engaging with tutors and whanau early in the year, to increase a sense of wrap-around care and	In our tutor groups, and in our classroom practice, we will email whanau to introduce ourselves and our role. Initially, attendance data will indicate to us there may be an area	All Performing Arts teachers are tasked this responsibility, overseen by the TICs of those subjects and in turn, by HOD.

	authentic concern for both ākonga wellbeing and achievement (we hope this will be supported also by the new timetable).	of concern, and we will follow up these, or any other engagement concerns to tutors and whanau at the earliest noticing. We will continue to monitor and report any concerns as they arise to tutors and whanau.	
Learning for wellbeing	With the changes of timetable has come a necessary change in course delivery. What we are hoping to see is an improvement in attendance, with an increase in 'contact opportunities' for each subject. With the new 2:1:1, we have three opportunities to engage students per week, rather than two. It is also hoped the two shorter periods will encourage more dynamic lessons and faster cycles of activities – although this is balanced against the increased difficulty to authentically engage in practical work.	The performance indicators would likely be discovered in completing the course review document at the close of each assessment cycle and by making comparisons from term 1 to term 4, as relationships develop – checking the rates of achievement and retention of numbers, the same as we have done for course reviews in 2024 and in this review.	All Performing Arts teachers are tasked this responsibility, overseen by the TICs of those subjects and in turn, by HOD.

**Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development**

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

In 2025 we will continue the work we began in 2024 to improve our understanding of, and our confidence with mataranga Maori, and tikanga Maori, ensuring that we are not only teaching to the NE, but including key art and performance practices and protocols and ideals that authentically reflect our place in our culture of Aotearoa New Zealand, and uphold our values of manaakitanga.

Outline the professional learning and development that members of your department will endeavour to undertake this year in line with department goals and collaborative inquiry.

The professional learning and development opportunities in this area are (especially Te Reo Maori lessons), we know, decreased in 2025 from 2024 with funding reductions. However, we have each undertaken a commitment to

continuing the path started or continued last year – including, but not limited to, drama techniques, dance techniques, waiata, traditional Maori musical instruments, visual arts practices, subject-specific Maori language acquisition, Aotearoa Maori artists and texts studied.

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

**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

Comment: A collaborative process continues to be implemented for updating our programmes (Year 9-13) and to ensure students in Year 11-13 courses are provided with appropriate information in course outlines.






**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

Comment: junior programmes show progressions through NZC, with work happening in 2025 to show increased links to snr programmes through literacy scaffolded tasks.

**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 

Comment: Course outlines use updated information from Best Practice workshops at start of year to ensure the above is accurate.

**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 2024 confirm that activities and assessment practice has been verified as meeting the national standard 

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent or not yet consistent, please state the action plan in 2025 to ensure this improves.

Standard	Outcome	Action Plan
92009 Level 1 Health Education	<p><b>Not yet consistent:</b> Issues Identified: The scenario needs to allow a range of different possible decisions to be made. This will enable students to explain the most relevant factors and consequences and draw conclusions, to reach an Excellence. <u>Recommendations:</u> To include in task instructions a range of different possible</p>	<p>It needs to be explicit that students are ‘GIVING’ potential strategies based on a SNAPSHOT an “issue” for each character, they are NOT commenting on the outcomes in the movie. Scenarios need to be given. Remove the ‘scaffolded’ template from the assessment, instead use this as preparation for the assessment</p>

	decisions are to be explored with one decision being chosen as the ideal. This will enable students to explain how the factors and anticipated consequences interrelate to influence the proposed decision and draw conclusions about the significance of the wider aspects of the decision-making. While the use of a template is good for the teaching and learning phase, it can limit students from showing those higher level insights and connections between ideas, when the whole assessment is boxed up into separate parts.	Factors must be aligned with consequences for Hauora and be separated into different questions. Students must show how the factors lead to consequences. The final questions must allow students to Evaluate the extent to which the decision-making will affect Hauora by looking broadly at the situation i.e. short-term, long-term, personal, interpersonal, societal impacts <i>MAH will work with HHA before this assessment op to ensure changes are implemented</i>
92017 Level 1 Physical Education	<b>Consistent grade:</b> Assessor decisions show an understanding of most aspects of the standard. Learner evidence is at the grade boundary. An adjustment is required regarding the depth of evidence for the Excellence.	Some of the feedback didn't seem to match the work sent. Michaela had sent assessors results different to what student work was sent (confusion in what was taken off Kamar external moderation selection and what was generated on PDF that was sent to moderator) A few comments from first submission do not align to student work. E.g refers to rangitiratanga which was not focused on or include student work; mentioned tuākana teina and cooperation but student discussed manaakitangi and effective communication. We look forward to submitting this years moderation without any mixups!
US 5479 Outdoor Education	<b>Consistent grade</b>	

Details of ways that teachers in your learning area maintain their assessment expertise.

(e.g. attendance at NZQA Best Practice workshops, attendance at subject expert meetings etc)

- Attended NZQA Level 1 Health workshop reviewing new standards
- George Abbott symposium - national youth health conference
- Membership to NZHEA, PENZ and EONZ to stay informed about teaching and learning, and assessment opportunities
- NZOIA qualifications revalidated when required

OED Staff NZOIA Quals (as of start of 2025)

NAME	Bush	Rock	Kayak	Alpine	Mountain Biking	First Aid
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Tony Wright WT	Awarded 2012 Expires 30/6/29	Rock 1 + Lead/sport endorsement. Awarded 2019 Expires 30/6/26	Kayak 1 Awarded 2011 Expires 30/6/25	Alpine 1 Awarded 2011 Requires renewing 2024	Personal experience.	Expires 24/6/2025
Chris Patalano PC	Personal Experience	Rock 1 (2017) + Lead/sport endorsement (2022) Expires 30/6/26	Kayak 1 Awarded March 2013. Expires 30/6/27 River Rescue 1 (2023)	Personal Experience	Mountain Bike 1 awarded 03-11-2024, expired 30-06-2029	Expires 05/26
Dan Jakes JE	<i>Next objective</i>	Rock 1 awarded 2020 Sport Climbing Endorsement awarded 2022	River Rescue 1 (2023) Grade 2 Kayaking Certificate 2022 Personal Experience Aiming to do Kayak leader this year	NA	Mountain Bike 1 awarded 03-11-2024, expired 30-06-2029	Outdoor First Aid – renewed 2023
Mel Rich RC	<i>Next objective</i>	Rock 1 Awarded 2013 Reval for Rock one being completed April 10.	PD 2011 Steve Chapman & river rescue course 2011 Sea Kayak training hopefully this year.			
Nathan Walsh WLN			NZ Kayak School, River Safety (2024), NZ Kayak School Intermediate Course			expires Dec 25
Carl CC	Bush 1 expiring 30/06/29		PD: Kayak School Beginner Course			expiring 10/26
Anna Holmes HHA						expiring Nov 24

2. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work.

Shared standards across multiple option lines are internally moderated by the other teacher using the standard (when this is a PCT it is used as teaching moment to help gain experience in this process), as well as a subject specialist teacher identified at the beginning of the year. These shared assessment tasks are at times modified slightly where the context may vary, however the task is moderated collectively. Single class options use the subject specialist teacher to moderate work. If PCT or less experienced teacher marking work, more moderation samples are requested by the moderator. Robust discussions take place, and other teachers may be included to ensure accuracy and consistency. Any standards involving a 'demonstrate' in a practical setting context are visually observed and moderated during the performance task. Video footage is obtained when real time observations are difficult to ensure accuracy so further observations and discussions can take place.

Outdoor Education is team taught, (two teachers per class), this makes for continuous dialogue and ongoing moderation. A subject specialist teacher oversees the moderation of each level (ensuring another lens is included beyond the experienced classroom teacher/TIC)

3. All moderation for each standard taught in 2024 is on kamar.



### **Indicator 3: The 2024 Department Collaborative Inquiry explained.**

#### **What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

The 2024 plan was to create a clear, organised, accessible resource that kaiako can access to support classes in PE and Health across all year levels that helps:

- o Identify key language features in snr assessments to start introducing in jnr classes
- o templates to guide and ideally remove as students receive more feedback and practise strategies to improve SSL
- o find ways to integrate capturing knowledge/evidence into practical sessions – how could we give that feedback but get them to record it there and then?
- o Provide more regular and specific feedback

Kaiako developed and tweaked resources within these identified contexts/needs. Strategies included breaking down the question and identifying what is needed in the answer, giving groups assessment type questions and getting them to come up with 2-3 sentence starters they could use to start answering that question, looking at exemplars and identifying key points that answer the question as well as answers that don't answer the question, how to write a paragraph using a sentence structure, (e.g. SEXY), highlighting keywords and sentences and discuss 'why or what we understand this to mean before writing in own words, simplifying their understanding of the difference between describe, explain and evaluate, writing practice answers individually and then highlighting where they have answered the question (using paragraph structures), identifying repetition, "jibber jabber" and rewriting direct sentences with awareness of cautious language and references to evidence/experiences/examples.

There are now four documents loaded into Collaborative Inquiry folder in dept Team that can be accessed with all PE and Health classes when supporting students with assessment tasks. We aim to continue to add to these in subsequent years.

Language and understanding – ideas/activities that link to developing SS language across year levels

How to answer a question – ideas/activities that support students understanding how to answer a question.

How to find and read research – ideas/activities that support students on how to find and read research

How to provide feedback - ideas/activities that provide meaningful feedback

**Indicator 4: Student achievement data is used to inform future teaching practice**

- Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in brackets to the side as per example below. External achievement numbers show how many in the course sat the external and how many students achieved a standard from the external. If your students attempted more than 1 external you will need separate this e.g. 2.6 15/10, 2.7 8/6

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
Physical Education	17 (4) 19 (3)	19 18 (3)	2 2 (1)	1 2 (1)	2 1	3 (1) 2	11 (3) 12 (1)	16/14 16/13 15/14 14/14
Health	13	16	6	3	1	4	2	7/5
Outdoor Education	22	21	0	1	3	5 (1)	13 (1)	n/a
Total for Department	71	74	10	7	7	14	38	68/60

NCEA Level 2								
Course	Number enrolled in the	Number enrolled in the	Number who	Number who	Number who	Number who	Number who	External achievement

	course in term 1	course in term 4	gained 0 credits	gained 1-5	gained 6-10	gained 11-15	gained 16+	numbers that sat / numbers that achieved
Physical Education	31	26	6 (1)	11 (2)	9	3	2	n/a
Health Education	18 (1)	13	6 (1)	5	1	1	0	8/3
Outdoor Education	20 (5) 14	17 (5) 11	1 2	3 2	5 (1) 1	5 (1) 8	7 (2) 1	n/a
Total for Department	83	67	15	21	16	17	10	8/3

NCEA Level 3								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
Physical Education	25 (2)	25 (2)	2	7 (1)	5	5 (1)	8	n/a
Health Education	11	8	1	3	2	3	0	5/0
Outdoor Education	12 (1)	11 (1)	0	2	7	7 (1)	1	n/a
Total for Department	48	44	3	12	14	15	9	50

- Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped

significantly from the previous year. Once again explain the contributing factors that may have led to this and what will be done to improve these results in the future.

#### **Physical Education:**

Looking at 2024 data, pleasing results for **11PED** and **13PED**. For **11PED**, significant work went in to ensuring teachers were up to date with new Level 1 standards and the new concepts within them. With the new external component, teachers were rewriting units and implementing new teaching strategies to ensure students were adequately prepared for these assessments. The same kaiako are leading the two classes in 2025 so continuation and small tweaks, the goal is to achieve similar results. **13PED** also had pleasing results and contributing factors include a cohort who were very athletic, solid attendance, established relationships with the teacher and each other, as well as continuing to apply improved literacy support strategies to engage and improve academic writing required for success in this course. This was a goal identified at the start of 2024. Continuing to use the findings from collaborative inquiry and ways to balance the practical components with successful academic writing will be helpful in 2025.

**12PED** results were underwhelming given the amount of work and application teachers dedicated to improving academic writing and work completion/submissions. Through observing these classes in action, the interest and effort to improve movement skills was surprisingly low given this is often the main enjoyment for senior Physical Education students! This effort (or lack of) flowed on to classroom sessions where irregular attendance made ongoing reflections and training programmes difficult for students to engage with and complete. 2025 appears to be a much more athletically interested and talented cohort. This always aids in developing the passion for learning and achieving in this subject area. Subject specific literacy tasks will continue to be implemented to support students who may struggle with academic writing. These students have already been identified and will need extra support from scaffolding tasks, breaking down the task and regular feedback and time.

#### **Health Education:**

Looking at 2024 data, pleasing results for **13HED** with improved completion and achievement from 2023. A new kaiako brought a new approach to helping students improve their academic writing and understanding of new concepts (majority of students in 13HED have not done senior Health before). These tools have been recommended to the new kaiako with this class for 2025 who bring similar challenges to the 2024 class, in terms of their prior knowledge and skill set.

Whilst results from **11HED** and **12HED** weren't surprising given the expected challenges of these courses, there is still an optimistic goal of improving work engagement and assessment submissions for both these classes in 2025. Some feedback from the new Level 1 standards will hopefully be helpful and both courses have new kaiako in 2025 who will bring a new lens, as well as continuing to implement subject specific literacy tasks to improve academic writing to lift achievement.

#### **Outdoor Education:**

##### **11OED**

Very good results overall with 13 students gaining 16+ credits and 5 gaining 11 to 15 credits. This is from a class with 21 still enrolled in Term 4. The same staff have taught this course over many years and bring that experience to the teaching of the course.

The 'Paddle on Flat Water' standard had the lowest achievement rate and this can be explained by poor weather conditions, which can be an issue with OED, students lack enthusiasm etc.

#### **12OED1 (semester course)**

Had very good results: 9 students achieving 11 or more credits from a class of 11.

NB small class – good engagement with 14 starting and 11 still enrolled by the end of the semester. The course is not running for 2025.

#### **12OED**

Good results: 14 students achieving 11 or more credits from a class of 15 at the end of the year. This is from a class of 20 that started in Term 1.

The 'Weather, Survival and Maps' standard had the lowest achievement rate, with only 6 from 12 achieving – this standard has a significant amount of theory and students did not retain the content over an extended period. For 2025 I will ensure that the assessment is done in chunks rather than altogether at the end.

3. Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes?

The new year 11 Physical Education and Health standards have allowed an excellent opportunity to connect explicitly with Te Ao Māori concepts including models of hauora, kotahitanga, whanaungatanga and manaakitanga. The first movement context is also ki-o-rahi allowing authentic teaching and learning opportunities for Te Ao Māori to be explored. Māori achievement in Level 1 Physical Education was pleasing and kaiako continuing to explore ways to use their culturally responsive practice to improve Māori achievement through acknowledging tikanga, improving te reo and strategies for sharing of knowledge e.g. tuakana-teina. Finding opportunities to weave more culturally responsive practices in Level 2 and 3, whilst we wait for a new curriculum which ideally incorporates this explicitly, is a goal. Recognising the positives of Level 1 standards with integrated mātauranga Māori, and these students now flowing through to year 12 and 13, continuing to use the language and Te Ao Māori concepts is an achievable goal. Continuing to prioritise supportive relationships and whakawhanaungatanga consistently and repetitiously throughout the year helps students to feel connected and safe in these spaces.

Outdoor Education results:

11OED - Very good retention: 2 Māori students started and 2 finished the course. Very good results: these students achieved more than 11 credits. 12OED -Very good retention: 3 Māori students started and 4 (one began later) finished the course. Very good results: these students achieved more than 11 credits. 13OEX - Very good retention: 1 Māori student started and 1 finished the course. Very good results: this student achieved more than 11 credits.

#### **Indicator 5: Department wide goals for 2025**

The department goals need to be aligned with the school's strategic plan. Outline below your department's goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

1. Department Goals – Junior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Increased use of literacy tasks in PE to introduce more literacy tasks that link through to Snr PE, and provide more evidence of learning	Tasks were developed end of 2024 and spaced throughout programme, including updated rubrics for student engagement and feedback opportunities. More classroom sessions for teaching and assessing required -opportunities to teach subject specific literacy to support students continuing on with PE	Hope to see evidence of learning 'about movement' and student understanding and goal setting regarding achievement in PE	All jnr PE staff. CC to oversee and gather feedback throughout year
Trialing methods to offer differentiation in PE to support those students wanting to achieve at and above the level	Finding opportunities in timetable and certain units that allow for students to choose level of engagement with movement skills. Creates better opportunity for learning and applying more complex motor skills. Students who are well below level can continue to develop skills and/or engagement in other ways.	Students who are capable of achieving above the level, have opportunities to demonstrate this and receive feedback to further enhance their skills.	All jnr PE staff. CC to oversee and suggest ways of managing this.
Increased use of te reo and Te Ao Māori	Unit plans updated end of 2024 (and	Kaiako have increased reo	All jnr PE and Health teachers;

concepts in PE and Health	ongoing in Health 2025) to incorporate more authentic ways to use te reo Māori and concepts assessed in Level 1. MAH to lead development of pronunciation and vocab in dept meetings	authentically and organically used. Ākonga are familiar with concepts such as Hauora, Kotahitanga.	MAH to lead dept meetings focus
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## 2. Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Continue to develop culturally responsive strategies and subject specific literacy support to improve achievement	Using collaborative inquiry findings from 2024 to inform practise, kaiako will be identifying needs of ākonga early to implement a range of opportunities to build skills required for academic success in their classes.	Increased creation and use of SSL tasks stored in Dept folders (2024 C.I) Increased student engagement with tasks leading to increased submissions of assessments (12PED focus) Using knowledge sharing strategies to support ākonga	Snr PE staff. FB 12PED kaiako 2025
Continue to develop content for 11HAU and 12HAU that engages students with strategies to support wellbeing	Continuing to build and refine resource bank in staff class notebook. Exploring new opportunities as they arise to encourage students to view wellbeing as a more controllable factor in their lives	Review of HAU programmes, student, staff and whanau feedback;	JE, FB to lead

**OED Goal:** To improve retention and achievement:  
**From 2024** (Performance Indicators)

Course	No enrolled Term 1	No enrolled Term 4	percentage retained		number that gained greater than 11 credits	percentage that gained greater than 11 credits (from those that finished the course)
11 OED	22	21	95.45		18	85.71
12OED1	14	11 <i>Mid year</i>	78.57		9	81.82
12OED	20	15	75.00		14	93.33
13OEX	12	11	91.67		8	72.73

**Action Plan**

**Retention:** These courses continue to be very popular, and they attract a very diverse range of students. More effort will be put into ensuring that students have a better idea of what they are committing to when enrolling. This is to ensure they know that the practical component of the course finishes at 4:00pm (Year 12) 4:30pm (Year 13). Further to that too often students don't know what the course involves, for some they are well outside their comfort zone, especially with kayaking. These factors contribute to some students dropping the course in Term One. We are running a waitlist system to offer others a chance enroll. For 13OEX some students leave part way through the year for jobs or an alternative course/study, hence the lower retention percentage.

**Achievement:** For some students 'gaining credits' is not their top priority. For example, one 12OED student left the course as soon as she had been on the snow caving trip. For 13OEX students they cannot get University entrance via this course, so there is arguably not the same motivation to gain credits. We continue to work hard with students to engage them in all aspects of our courses. Generally, these results are very pleasing.

**Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development**

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

2025 Collaborative Inquiry will focus on our Jnr programmes allowing all dept members teaching either Physical Education and/or Health to be actively involved. This inquiry focus will be exploring methods to improve achievement and develop skills required for success in our snr programmes. The goal is to use what we have learnt and trialed in collaborative inquiries in 2023-24 that focused on snr programmes, to now build from jnr level up. Increased

opportunities for differentiation in PE allowing for complex motor skills to be developed, for subject specific literacy tasks to support understanding and application of the 'Big Ideas' and engage students with the academic pathway as well as the movement skills (PE). In Health this allows for more in depth application of critical thinking and engagement with feedback to maintain high expectations.

Outline the professional learning and development that members of your department will endeavor to undertake this year in line with department goals and collaborative inquiry.





Professional learning and development will include investigating differentiation and pedagogical approaches, SSL and CRP understandings to improve engagement and achievement.

**PRACTICAL DESIGN**  
**HOD: VICKI DIXON**

**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 





Comment: Paper copies of student work that is not assessed digitally is stored in the Wainuku Staff Office.

**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 

Comment:

**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 

Comment:

## 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 2024 confirm that activities and assessment practice has been verified as meeting the national standard 

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent please state the action plan in 2025 to ensure this improves.

Standard - Outcome - (Action Plan if required)

level 1 92004 Digital Technologies Create a computer program UC Automated testing not accepted by moderator. New automated testing has been developed for 2025. New national moderator appointed. Note that the automated testing is being developed at UC and is the same method they use in 1<sup>st</sup> year computer science. Our students would be disadvantaged if we did not investigate this approach.

Level 2 electronics passed. Version 8 being introduced in 2025 using assessment material pre moderated by Burnside.

Materials and Processing Technologies - 92013 - Level 1 Experiment with different materials to develop a Materials and Processing Technology outcome.

Overall, assessor decisions for the sample of work provided are not consistent with the standard. What is needed for this standard is explicit evidence of experimentation to explore material properties. Deeper investigation is required for higher grades. In all samples the evidence focuses heavily on exploring sustainable practices, as required for AS92014. While there is some very good trialing methods for combining, manipulating and transforming materials, and reference to properties such as strength, texture and flexibility, clearer links between the experiments and such observations is needed. Most students have created purposeful outcomes at the expected level of technological practice. Level 1 DVC AS92001 “Use representation techniques to visually communicate own product or spatial design outcome.” Moderation Outcome -

- i) assessed some of the student grades two grades lower than assessed by the teacher.
- li) Moderator judged that the assessment student outline was structured as a class activity as opposed to a design activity.

Teacher Action outcomes i) The teacher has adjusted their understanding as to the meaning of effective materiality and will recalibrate the assessment grades down one grade to be within the accepted moderators’ range of gradings.

Teacher Action outcomes li) The teacher has received a response from local DVC mentors as to the meaning of the moderators comments of design activity and is in an ongoing manner editing the activity, using language and intent which will require the student to design a product related to prior learning in the sphere of Te Ao Māori and or contemporary architecture

Overall, the DVC teacher was happy that none of the moderated grades were graded as not achieved, especially because this was the first time that this standard 92001 was rolled out in NZ. All students entered achieved or better in this AS92001.

Unit standard 13387 moderation returned as correct and to the national standard no action required.

1. Details of ways that teachers in your learning area maintain their assessment expertise. (e.g. attendance at NZQA Best Practice workshops, attendance at subject expert meetings etc)

- HETTANZ webinars
- TESAC Conference
- HETTANZ Textiles Cluster meetings each term
- Digital Technology DTTA Meetings Electronics summit
- GATTA Meetings and newsletters

2. Regular pd meetings with other technology teachers and personal pd outside of school. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work.

- Digital technology meetings outside with DTTA events
- Mark and have colleague check
- Two teacher marking and compare
- Shared student access between teachers for online assessments
- Cross marking with another school

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: The 2024 Department Collaborative Inquiry explained.**

**What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

We looked at the place of Te ao Māori within the curriculum and the place of this within in our subject areas. Our focus was on improved understanding of why Te ao Māori was so important and how it can underpin everything we do within the Culturally responsive narrative of our work. By sharing experiences and expertise we were able to gain an understanding and reframe how we approach Te ao Māori in each context. For some the steps are small but significant and it is a journey that is evidently moving forward both in using, understanding and engagement.

Using the Hikairo scheme each teacher took a focus area related to their own classes and analysed how to raise achievement in line with the Hikairo scheme and the ākongā needs within the class. This goal was discussed and revisited later in the year to see if confidence and gains had been made.

Special focus was placed on Level 1 where the Te ao Māori content/ Mātauranga Māori is front and center in the new standards. The background discussions have aided in the understanding and delivery of the new standards with significant gains being made.

**Indicator 4: Student achievement data is used to inform future teaching practice**

1. Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in

brackets to the side as per example below. External achievement numbers is showing how many in the course sat the external and how many students achieved a standard from the external.

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
11 Digital Technology	18	14	4(1)	5	2	3		6/4(1/0)
11 Hospitality	45	40	8(5)	1	5(1)	5(1)	26(7)	
11 Foods	22	14	20 (2)	6 (2)	1			6/4
11 Textiles	19	16	6	5 (1)	2(1)	7 (2)		8/8 (3)
11 HM	26	26	5	3	1	16		
11 DVC	11	11	1	1	7	2	0	5
Total for department								

NCEA Level 2								
Course	Number enrolled in the	Number enrolled in the	Number who	Number who	Number who	Number who	Number who	External achievement

	course in term 1	course in term 4	gained 0 credits	gained 1-5	gained 6-10	gained 11-15	gained 16+	numbers that sat / numbers that achieved
12 Hospitality	41	34	8(1)	5	7	9	13 (1)	
12 HM	22	23	9		5	5	4	
12CIS	25	19	3			10	6(1)	7/6
12 ELT	22	15	2	4(1)	5	4		
12DVC	3	3	0	2	1	0	0	1
12FOS 1	14	13	10	6				
12FOS2	13	9	8(1)	1				3/1
12 TEX	5	4	3		3			
Total for Department								

NCEA Level 3								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
13HM	11	9	1	0			8	
13TEX	17	12	3	0	7	4		
13 Hospitality	37	32	11(3)	3	1(1)	12 (2)	9(4)	
Culinary arts	8	7	1	0	1(1)	1	5(1)	
13CIS	14	12	0	1	0	10	18	2/1
13DVC	1	1	0	0	0	0	1	1
13 CPD	10	7	1	0	3	5	1	
Total for Department								

- Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped

significantly from the previous year. Once again explain the contributing factors to this and what will be done to improve these results in the future.

Year 12 CIS gained Excellence and merit grades in external. One of the factors is exposure to and the opportunity to participate in regional and national computer programming contests. These events build knowledge and confidence which translates to improved grades. Many of these students also engaged in Evolocivity gaining 1<sup>st</sup> in environmental care and 2<sup>nd</sup> in general engineering. Another success was 2<sup>nd</sup> in technology at the Canterbury regional technology and science fair. This student has expressed the desire to continue to refine this project through to scholarship level this year. Year 13 Students also participated in regional and national computer programming contests and two year 13 girls attended a sponsored trip to Hong Kong to attend the Jane Street W+iISE (women in science and engineering). Two students gained subject endorsement at level 3. It has taken significant work to raise achievement in senior Computer Science as we have found that year 11 are ill-prepared for the level required. To address this issue, we have been able to establish a junior Kete Wana program that will feed into year 11 with the basic skills required to engage with the level 1 standards with a greater level of success. The UC automated testing for AS92004 did not meet moderation. The UC automated testing has had Major improvements to comply with moderator's requests for 2025 and will continue to evolve to become the go to tool for moderation.

Year 10 Term 3 Kete wana Make it Wear it students were offered a level 2 textiles Unit standard to do alongside their sewing project. All 6 year 10 students from this combined year 9 and 10 class chose to participate and all 6 gained 5 credits towards their level 1 certificate. All 6 of these students have gone on to take level 1 textiles with confidence gained from having credits already on the board. This initiative will continue with the students in year 10 who have indicated a desire to carry on to year 11 Textiles encouraged to choose the make it wear it module in term 3 so that they too can get a head start.

There were some difficulties with the delivery of the new level 1 standards, particularly in Food and Nutrition. Engagement in a complex topic was difficult for all students, there was little support from within the college and every activity that was tried came from communications with the HETTANZ Kaiarahi who had been part of the pilot for Health Studies. An overload of written work for the unit disengaged the class. Students could not see the links and connections between food models and health models so were unable to achieve the standard. To address this the teacher will make better use of the Health Subject Association introduction resource booklet so students can build a better glossary and understanding of the depth of the concepts and how to link and make connections between models. They will encourage the use of PowerPoint presentations instead of an essay for the assessment task. It is felt that it is essential that the teachers using these Health Studies standards have time to meet together and share strategies and ideas for teaching these topics. There is consistency in expectations and ideas to enable better student success. This is an issue at present, when the teaching staff are spread across 3 very different departments.

3. Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes?

The majority of Māori students in this department are engaging in Hospitality subjects. Here the achievement is high with only 4 students gaining no credits. The majority are achieving 16 credits and above. I believe the collegial nature of Hospitality contributed to the success of students in this area. The buzz of the kitchen and the coming together to prepare and consume kai is culturally significant and the students aspire to do the best they can in this environment. The practice of everyone supporting each other to achieve could be adopted elsewhere to enhance Māori achievement in other subject areas.

#### **Indicator 5: Department wide goals for 2025**

The department goals need to be aligned with the school's strategic plan. Outline below your department's goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

1. Department Goals – Junior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Strengthen Student achievements in their learning	Create content that scaffolds into level 1.	Increased numbers in Practical Design classes in year 11	All Kete Wana Staff
Continue to create culturally responsive content.	Measure our teaching against the Hikairo Schema	Greater participation of all students	All Kete Wana Staff

## 2. Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Improve attendance and retention rates with a focus on high expectations.	High expectation on student involvement	Attendance equals achievement	All Practical Design Staff
Focus on firming up deadlines	Regular goal setting and progress meetings	Greater achievement and completion	All staff

### Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

In 2025 the department collaborative inquiry will focus on the work of Christine Rubie-Davies. We will deep dive into what actions are required to become High Expectation Teachers. This work aligns with Culturally Responsive practice and the goals set above that address the desire to raise achievement across technology.

Outline the professional learning and development that members of your department will endeavor to undertake this year in line with department goals and collaborative inquiry.

As a group we will investigate the research and discuss what High expectations teaching looks like in the classroom setting. We will identify the signifiers and use 'the education hub' self-assessment check list as a launch pad for this work. Each staff member will contribute by assessing their position and researching ways to improve the learning environment, delivery of content and student outcomes within the context that they teach. By coming together to lead a session with their findings the whole department will benefit from shared experience and knowledge. A correlation will be made between High Expectations teaching and Culturally Responsive practice, thus fulfilling the goals set above.

**SCIENCE**  
**HOD: ELVINA STEPHENS**  
**2024 ACTING HOD: ROSA HUGHES-CURRIE**

**TIC BIOLOGY: Alice Nash**  
**TIC CHEMISTRY: Mary Bock**



**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

Comment:

**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

Comment:

**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

Comment:

**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 2024 confirm that activities and assessment practice has been verified as meeting the national standard

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent, please state the action plan in 2025 to ensure this improves.

**Chemistry - 91167 - Level 2**

Demonstrate understanding of oxidation-reduction

Outcome – all grades consistent, continue to use current marking practices.

Details of ways that teachers in your learning area maintain their assessment expertise.

Science - 91920 - Level 1 Demonstrate understanding of a science-informed response to a local issue

Not Yet Consistent – This was very close to consistent we now better understand the requirement. We have discussed this as a whole department to make sure we all understand what is required and this has been included in the unit plan and we have up dated the assessment task.

In our Term 2 accord day, the department attended the CSTA cluster on new level 1 Science NCEA standards.

Teachers participated in PLGs during Term 3 such as subject-specific literacy, neuroscience of learning, using AI in the classroom, neurodiversity and exam.net. Teachers found the PLGs an excellent way to improve their practice, as they were able to enact and reflect on their teaching from week-to-week. We would love to continue to have PLGs in the same style in 2025.

Teachers have attended external PLD in Term 4 such as the CSTA leadership day, Grow Waitaha sustainability PLD and Ngai Tūāhuriri Getting to Know Us workshop.

2. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work.

During the marking process, teachers pick 3-4 examples from their class which they are unsure of. They discuss these assessments with another teacher who is a subject expert or teaching that class. Once both teachers agree to the grades, they are entered into Kamar. Moderation is documented in Kamar. Once moderation is complete, it is signed off by HOLA grades and may be published.

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: The 2024 Department Collaborative Inquiry explained.**

#### **What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

The department inquiry focused on tracking attendance and achievement. Teachers picked a senior class to regularly track attendance and progress towards a report-based assessment, then planned and carried out interventions for priority learners. Teachers discussed their interventions together to plan and then reflect on their success. As a department, we found it helpful to have the time to hear about the positive actions which their colleagues were taking to get higher engagement. This inquiry also led to us forming closer connections with 11 Hauora teachers which help to give students time in that subject to complete work. Our level 1 internal results have been very good, with the S1.2 assessment in Term 1 having a 73% pass rate (106 passed out of 145 entered) and the S1.1 assessment in Term 2 having a 77% pass rate (101 passed out of 131 students entered). These pass rates are the result of excellent mahi from our students as well as a huge amount of effort from the level 1 teaching team in terms of managing engagement in class, following up on absences, running catchup workshops, communicating with Hauora and tutor teachers as well as whānau at home to support students to complete their assessments. We are especially proud of maintaining the pass rate in Term 2, despite attendance rates dropping.

A second smaller department inquiry involved learning more about our mana whenua by learning the names of local Marae and visiting our mana whenua, Ngāi Tūāhuriri at Tuahiwi Marae.

### **Indicator 4: Student achievement data is used to inform future teaching practice**

1. Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in brackets to the side as per example below. External achievement numbers is showing how many in the course sat the external and how many students achieved a standard from the external.

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
11 Science	172	142	33	21	29	33	41	below
Total for Department	172	142	33	21	29	33	41	S1.3 – 91/57 S1.4 – 144/77

NCEA Level 2								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
Biology	43	34	9	10	16	15	4	29/26
Chemistry	37	34	2	6	3	22	1	27/26
ESS	17	9	7	7	6	2	1	3/3
Physics	46	49	2	7	12	7	21	35/27
Total for Department	113	126	20	30	37	46	27	94/82

NCEA Level 3								
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Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
Biology	42	26	7	6	9	10	8	26/19
Chemistry	37	39	3	8	14	5	9	28/14
Earth and Space Science	14	10	2	2	1	0	6	7/6
Physics	43	45	5	9	15	16	0	33/19
Total for Department	136	120	17	25	39	31	23	94/58

- Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped significantly from the previous year. Once again explain the contributing factors to this and what will be done to improve these results in the future.

Y11 Science had strong results; lots sat the external most likely due to using exam.net in class to regularly practice the internal/external. For internals, had good completion due to teacher hounding students for work, catching up students in Hauora, and having a staff member with an hour contact time at lunchtime to catchup students in senior science,

L2 bio, chem and physics exam results – lots of students took a strategic focus on one external standard as that is all they needed to get in to level 3, level 2 physics 50% are achieving as we would hope.

Disappointing Y13 chem results – need more formative assessment and practice exam questions under time pressure. Also adding this year an optional internal so students can NA one exam but still get UE chemistry. All students will still do the learning for both externals.

Year 13 students – there are significant numbers who give up and stop showing up to class in term 3 and 4. We think students might have passed enough internals to get “all the credits they need” and don’t bother to come to the exam.

- Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes?

Across all streams of Science Māori students with high attendance have done very well. A contributing factor was we took the time in department meetings to look up and know who the Māori students were and what worked for each student, therefore, better supporting learning across all classes. Level one Science standard on HPV included Mātauranga Māori that naturally fitted in the context of HPV and therefore felt authentic to everyone.

#### Indicator 5: Department wide goals for 2025

The department goals need to be aligned with the school’s strategic plan. Outline below your department’s goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

**1. Department Goals – Junior**

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Developing literacy	Implement literacy strategies using knowledge from Tabitha’s PLG	Checking work routinely	Alice
Work completion for year 10s	Tracking with excel/markbook and communicating home	Tracking – seeing if work output improves	Yr 10 teachers

**2. Department Goals – Senior**

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Clear, timely communication with home about assessment dates	Generic letters in kamar, emailing the week before assessments and exams	Emails sent home	All senior teachers, TICs check in with teachers
High expectations for attending all exams	Lots of exam practice in class, lots of formative assessment	More enrolled students attending exams	All senior teachers
Adapting assessment of S1.1 based on moderation results	Have a meeting to discuss results, go to CSTA / NZASE PLD when available	Marking better matches the moderator’s expectations	Rosa, Elvina, Y11 teachers

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

Science-specific literacy for junior and year 11 students

Outline the professional learning and development that members of your department will endeavor to undertake this year in line with department goals and collaborative inquiry.

PLG on literacy, Alice doing Science literacy for Kahui Ako, Also work with Tabitha.

**SOCIAL SCIENCE  
HOD: NADENE BROUWER**

**ANDREW TEBBUTT – CLASSICS AND HISTORY  
NERIDA BRITTEN – COMMERCE  
JENNY O’SULLIVAN – CHILD AND FAMILY STUDIES  
SAKURA SMITHERS – GEOGRAPHY  
KAT ANDERSON – LAW AND PATHWAYS  
IVAN ANDREWS – PHILOSOPHY  
TABITHA MCGEE – PSYCHOLOGY  
NADENE BROUWER – TOURISM**

**Indicator 1: Quality teaching, learning and assessment materials and procedures are used in programmes at Year 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 ✓

**Comment:** We worked on implementing our refreshed curriculum and co-constructing common themes for learning. Junior Kaiako collaboratively and responsively resourced these with engaging and relevant episodes of learning alongside skills-based activities. This was supported with the connected Kaupapa. We will continue to revise units of work and aim for more international contexts and opportunities for voice and agency/choice for our ākongā.

**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 ✓

**Comment:** Significant work occurred in 2024 to design assessments that fitted with the UKD framework of the new curriculum, which was paused in mid-2024. Collectively, we have decided to keep using this framework, assessing “Do” skills with “Know” contexts. This was the first time in a long time that common assessment has been used and we will continue to streamline this for 2025. We would like to report using a two year progression outcome which shows whānau, to an extent, if progress toward the skill has changed. This is dependent on the national review process and whether the formatting on kamar allows.

**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 ✓

**Comment:** Teachers within the Social Science Faculty do their best to follow the systems and procedures with accuracy. Our team are quick to seek guidance and clarity if needed. We adapted to moderation taking place online and we are still trying to store work digitally where appropriate. Some subjects have some feedback to work toward regarding external moderation which is explained in the action plans. We have a clearer process to follow when it is suspected that AI is an issue for authenticity. Something we can all work on is providing alternate modes of assessment for our senior students, especially those with diagnosed learning difficulties.

**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 2024 confirm that activities and assessment practice has been verified as meeting the national standard ✓

List the external moderation outcomes for all standards that were moderated in 2024. If any were not consistent please state the action plan in 2025 to ensure this improves.

Standard –	Outcome -	(Action Plan if required)
92029 Commerce	NYC	<a href="#">Plan</a>
91932 Geography	NYC	<a href="#">Plan</a>
91599 Social Studies	NYC	<a href="#">Plan</a>

The plan for all Kaiako is to continue attending subject association PLD in person, NZQA opportunities online to discuss standard changes, keep up to date with clarifications when they are published and continue checking in with peers with expertise. All staff involved have developed detailed reflective improvement plans. The Philosophy teacher has undertaken extensive self-review and critique of the context used and is confident in delivering this standard, however it must be noted that another teacher with no prior experience of this standard will be partially teaching it. It

is also interesting to consider that nationally, 9% of the commerce standard came back as consistent in 2024 whereas in 2019, pre-covid, the equivalent standard came back as 79% consistent. Based on conversation, it seems the Geography teachers association experienced similar moderation results.

Details of ways that teachers in your learning area maintain their assessment expertise.

(e.g. attendance at NZQA Best Practice workshops, attendance at subject expert meetings etc)

- MOE led PLD on NCEA change package, many webinars and face to face hui
- Subject association PLD in person, and online led by national subject kaiarahi
- Several staff completed PPTA short courses in areas like contemporary pedagogies, mentoring and leadership
- ASSEN for Social Sciences – in 2024 we investigated what Level 5 assessment looked like based on exemplars, an one Kaiako will attend SOCCON in 2025.

2. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work.

2024 saw a move away from moderation on paper to it being completed using KAMAR. All NCEA assessments are reviewed and pre-moderated before the assessment is carried out, and then after students have completed it. It is recommended that samples at grade boundaries, AI use, or that raise questions for the teacher, go through the moderation process (a sample of 4-6) before continued marking occurs. Moderation is done by the teacher in charge, outside moderators that are subject experts (teachers from other schools) where available, other teachers within the faculty with experience in the subject, or the HOD if necessary. All subjects have course booklets/outlines/calendars that have the school moderation process in them. Ideally student work is collected, marked, moderated and updated into KAMAR within a three week timeframe. We keep and store student work for the current year, and the year prior and are beginning to move toward storing work digitally in teams where convenient.

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: The 2024 Department Collaborative Inquiry explained.**

#### **What was focused on, what was learned and how will this inform teaching practice across the department in the future?**

The 2024 Collaborative Inquiry involved our team of kaiako who taught junior students. The focus was using data to understand the range of literacy abilities within their classes and then learning and/or trialing ways to support differentiation based on this data. To begin with, we analysed e-AsTTle data and writing data from English, as well as observational data. This was the first time for many deep diving into what e-AsTTle results mean. This process then allowed us to choose target groups of learners to trial different strategies. Some of these involved teaching students alternative ways to show learning like using e-tools such as text to speech, or guiding them through how to use AI tools effectively to break down websites, others differentiated text to interpret, some embedded routines like reading groups or specific times for writing. We all looked at exemplars from the subject association to familiarise ourselves with what Level 5 student work looks like, so we were familiar with the level required in the co-requisites and so we could mark our own common assessments in line with a national level.

As we move into this year, analysis of data available such as e-AsTTle, the March co-requisites, early writing samples and collaboration with other core teachers will help us to know our learners more so we can provide targeted teaching and activities that will hopefully improve their functional literacy and allow for more differentiation of the diverse range of abilities we have in our akomanga.

### **Indicator 4: Student achievement data is used to inform future teaching practice**

1. Using Subject Review data to outline the achievement data in each of the departments NCEA courses in the below tables. Count all students in courses. Māori students are to be counted in total students but also in brackets to the side as per example below. External achievement numbers is showing how many in the course sat the external and how many students achieved a standard from the external.

NCEA Level 1								
Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved
<b>History</b>	33	29 (3)	3	1	7 (1)	9	9 (2) (11+ = 62%)	21/16 (2/2) 17/13 (3/3)
<b>Geography</b>	24 (4)	20 (3)	3(1)	1(2)	2	2	7 (1) (11+ = 60%)	11/9 (2/1) 16/10 (2/1)
<b>Commerce</b>	23	24(4)	3	4(1)	4(2)	8	5(1) (11+ = 62%)	15/11 (2/2) 17/12 (3/2)
<b>Child &amp; Family</b>	16	13	3	2(1)	0	6	6 (11+ = 70%)	6/6(1/1)
Total for Department	96	86	12	8	13	25	27 (11+ = 62%)	103/77 (74%) (11/10) (90%)

NCEA Level 2								
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Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved	% above 11 credits (kura attainment was 53%) **Semesters skew
<b>Business</b>	25	23	3	2	6	5	7	20/13	52%
<b>Child &amp; Family</b>	27	20	9	4	5	6	3	N/A	33%
<b>Classics</b>	59 (7)	53	8 (1)	13 (5)	21 (1)	9	8	27/17 (2/1)	28%**
<b>Financial Life Skills</b>	29	27	3(1)	10	16	4	3(2)	N/A	26%
<b>Geography</b>	32	20	0	5	9	2	4	16/14	30%**
<b>History</b>	34	26 (2)	6	4(1)	8(1)	5	3	8/7 <sup>(1/0)</sup>	30%
<b>Legal Studies</b>	15	21	3	4	8	5	3	N/A	34%
<b>Philosophy</b>	21	17	3	4(1)	3(1)	3	8(3)	6/5	52%
<b>Psychology</b>	31 (4)	25 (2)	6 (1)	2 (1)	5	3	15 (2)	n/a	58%
<b>Tourism</b>	35 (7)	28 (2)	6 (4)	3	11(2)	12(2)	3	N/A	43%
Total for Department	308(18)	260 (6)	47 (7)	51(8)	92(4)	54 (2)	57(4)	77/56	36%

NCEA Level 3

Course	Number enrolled in the course in term 1	Number enrolled in the course in term 4	Number who gained 0 credits	Number who gained 1-5	Number who gained 6-10	Number who gained 11-15	Number who gained 16+	External achievement numbers that sat / numbers that achieved	% above 11 credits (kura attainment was 39%, 25% UE)
<b>Business Studies</b>	12	11	0	0	2	0	9	N/A	82%
<b>Child and Family</b>	15	12	3	0	2	4	6	N/A	66%
<b>Classics</b>	33	29 (6)	2	0	8	9 (4)	10 (2)	21/14 (4/2)	65%
<b>ECE Package</b>	11	11	0	0	0	0	11	N/A	100%
<b>Financial life skills</b>	18	20	2	5	3	5	6	N/A	52%
<b>Geography</b>	19	18	3	3	3	9	0	13/ 12	50%
<b>History</b>	30	24	8(2)	1	5(1)	5(3)	11(1)	20/16	53%
<b>Philosophy</b>	19	17(5)	2	1	2	0	13(5)	4/3(2)	72%
<b>Legal Studies</b>	24	19	7	2	8	5	2	N/A	25%
<b>Psychology</b>	34 (2)	28 (1)	7	5	6	3	11 (1)	4/4	43%
<b>Tourism</b>	20 (4)	22 (5)	2	2 (1)	2	6 (2)	10 (2)	N/A	72%
Total for Department	235	211	36	19	41	46	89	61/49 80%	58%

- Using subject review data, highlight those courses in your department where academic success has been high. Explain what the contributing factors helped this success. How might these factors inform department wide practice in the future? Also highlight those courses where academic success is low, or it has dropped significantly from the previous year. Once again explain the contributing factors to this and what will be done to improve these results in the future.

There are many successes from the 2024 results in the Social Science department, a few of these are not highlighted by the data above which only shows the number of credits attained. In course reviews with kaiako it is to be noted that for some subjects, like Level 3 History, Geography at Level 2 and Level 3, there were other successes such as more students sitting externals compared to years prior, or more Merit and Excellence grades but not necessarily higher credit numbers. It is interesting to observe that again, courses where unit standards are the primary type of assessment credit, there is a lower percentage of students obtaining 11 or more credits.

Across the statistics, students in Level 3 courses achieved with more credits. Often Social Science students are returning to classes and perhaps the relationships the teacher has made across the year prior is a factor that makes a positive difference to achievement. Most Level 3 courses saw over 50% of students achieve over 11 credits.

2024 was the last year of semesterised courses at Level 2. Mid-year discussion with some of these course teachers, surmised that if ākongā did not continue the course for the second semester, they did not always finish-to-completion the assessment tasks available. We believe this has inadvertently lowered the overall credits accumulated in these courses and is a factor in the lower credit obtainment in Level 2. We hope that 2025 and full-year courses might allow students to obtain those mid-year standards with more chance of success. The amount of Level 2 students who obtained 11 or more credits is disappointingly low across several courses, and is something to work on for 2025.

What is also not available from this data, is when these credits were achieved by. Discussions in the course reflection note that from mid Term 3 onward, participation in the remaining achievement or unit standards was lower in several courses.

As we look to 2025 it going to be interesting to see the academic success rate of the Year 11's in 2025 as we have their Year 10 CAA results. It can be observed that 11 Geography, Child and Family, and History both have about half the class having both literacy and numeracy credits, the other half of the class having neither, and 4-6 that have either literacy or numeracy credits. Commerce has 15 63% with both credits, and 20% with neither. Knowing this information about literacy so early, will hopefully enable kaiako to differentiate, and target specific learners achievement.

The following contributions are careful reflections from the Kaiako of some of our courses. These considerations enable us to plan our improvement for 2025.

### Psychology

Achievement in the Level 3 course was below expectations, with only 50% of students who remained in Term 4 attaining at least 10 credits. High student numbers and a small classroom created challenges, particularly for neurodiverse students who required additional support. While lunchtime support sessions were provided, the overall learning environment and identified low literacy levels likely contributed to lower achievement and attendance. Additionally, some students own personal goals were focused on school engagement rather than credit attainment, with agreements in place for two students who did not intend to gain credits. Some students chose not to finish assessments even though they had completed most of the work for it. Changing the order of the standards will likely help change this approach by learners. One celebration from this class was positive student feedback on the contribution to their wellbeing that this class had. In addition, 12 students achieved UE for this course and this represented all but two students who had set this as their goal.

In contrast, Level 2 Psychology had stronger results, with 76% of the 26 students who remained in Term 4 achieving at least 12 credits (the table data above includes non attendees). This cohort was generally more capable compared to Level 3, with fewer students requiring intensive support. These students responded well to purposeful context-based assessments, milestones, and high expectations of engagement.

### History

The goal for the last few years in this course has been raising the UE rate of Level 3, especially for Māori learners. The goal for 2025 is to use more personalised goal setting and track their achievement toward reaching those goals.

Level 3 saw amazing success last year with two students obtaining Excellence course endorsements and one Merit course endorsement. Overall, there was a significant increase Merit/Excellence credits in 2024 (2023 results in brackets), with 19 (10) Excellence, 12 (8) obtaining Merits and 32 (54) Achieved from their assessments. 16 students obtained UE from Level 3 history, from 20 students who completed the year. The four students who did not obtain UE, three did not set a goal for obtaining UE and the last student supplied an AI essay for their final assessment.

Level 2 students' results are affected by the semester program, with a majority of students only taking either the first half or second half. Most students fall into the 10 or 9 credits box in the data, which is what was offered in the first and second semester respectively. Hopefully now that students complete a whole year course, they will be able to complete the midyear assessments.

### Commerce

Level 3 Business Studies had lower student numbers than previous years but a high achievement rate, with 82% gaining the full 18 credits that were offered.

Level 1 Commerce had pleasing results with externals, with over 70% of students who sat the 2 externals passing them both.

Financial Life Skills results at Level 3 were a little disappointing, with only 55% of students achieving 10 or more credits. Attendance and achievement seem to have a close correlation in this subject where those who attend less, achieve less. This data is in line with the overall college statistics.

As mentioned by others, Level 2 results were affected by the semesterised nature of this course, with those only taking it for one semester only able to achieve a total of 8 or 9 credits. Now that this is a full-year course, we are expecting credit obtainment rates to improve

### Classics

Results in Level 2 were generally disappointing.

59 students completed the year, averaging 8.8 credits, with Māori achievement (7 students) at 5.6 credits. A portion of the students (15) did only ½ the year (semester 1 or 2); however, even if they are each only counted as ½ a student for achievement averages (thus 51.5 students total), then achievement per student is still low at 10.1 credits. Given that a year 12 student in 2024 needed 60 credits in 5.5 subjects (10.9 per subject), then Classics at year 12 underperformed in 2024.

There are a number of plausible reasons for this low performance:

- perception amongst some that this semester course was more of an interest course, thus less assessment ambition
- the relatively difficult nature of the context and standards compared to other year 12 standards
- only two internals available, 10 credits total, and the externals involve a learning a lot of content and study.
- the external standard chosen is 'hostile' to the context covered (Sappho), in that it does not fit with the traditional Classics 'canon' of subjects at year 12 – Classics remains a conservative subject in terms of shifts in how Classics is imagined and considered at University level, and in terms of enabling diversity
- the semester structure made it difficult to fit three contexts into the course, limiting access to the second external (the teacher planned to offer this in 2024, but timings did not allow it)

Māori performance was significantly lower than the class average. All Māori students reported enjoying the course and remained engaged throughout, but struggled to complete assessments despite substantial support. The teacher notes that 6 of 7 Māori students had substantial literacy needs identified early in the course and found writing difficult.

Improving for 2025:

- introduce a third context to allow better access to the second external
  - try a different approach to the current external
  - focus heavily on getting all students to engage well with both internals – offer them both up first
  - work more on exam study practices and techniques; enable more time at the end of the year for study
  - offer more students the option of oral presentation of understanding through recording or conversation as an assessment method
3. Explain Māori student success overall in your department. Using data, give examples of good practice that is leading to success for Māori students. What contributing factors can you take from this to help support teaching and learning for Māori in all your classes? Again, please add anything that you are doing that is enabling success for rangatahi Māori in your course – bullet points are fine as this will be generalised.

Our department endeavors to improve outcomes for rangatahi Māori in our courses.

In our junior programme, we start with case studies that link to the Understand statement – Māori is the foundational and continuous history of Aotearoa NZ and we unapologetically teach contexts that involve this. Some case-studies suit better than others and often there is choices for the teachers to allow choice with ākonga given their whānau connections. We use empowering case-studies and celebrate success. For example when we investigate Māori economy we look at how trade thrived pre and during settlement, or for Year 10 barrier breakers we ensure that we show successful Māori change makers. We hope that this builds trust and relationships and mana as these learners progress into the senior college.

It is interesting to note that based on the data above, there are relatively low numbers of students who identify as Māori taking senior Social Science courses, with the exception of Classics, History and Tourism. It would be interesting to learn why this is. It also means that using percentage data does not paint a particularly meaningful picture to draw conclusions from. We can highlight classroom practises and discuss individual stories.

In the senior college Business studies uses successful Māori enterprise to explore, 11 History uses pre-settlement contexts, 12 and 13 History explore Te Tiriti heavily, 11 Geography investigates pūrakau, Psychology is using a greater portion of authentic Mori or Aotearoa contexts. This hopefully helps to ensure rangatahi Māori feel seen and uplifted and that their culture is valued in our akomanga. In subjects where perhaps the course does not naturally allow for Māori context, the teachers still do their best to create a whānau like environment as evidence in L3 Classics where the six Māori students all obtained 11 or more credits. In contrast the L2 show low credit obtainment by Māori learners. We will endeavour to keep better data on this, as the information above does not show how long the identified students were in courses. One example is that Tourism started with 7 Māori learners and by the end of the year there were 2 which is not ideal.

We acknowledge that 2024 was a year where we perhaps focussed more on curriculum with the changes to NCEA, and our junior courses, and not aspects like tikanga, te reo etc. We have started 2025 putting culturally responsive practise back to the core of what we do in our department. We need to work on tracking achievement and goals for Māori learners better.

### Indicator 5: Department wide goals for 2025

The department goals need to be aligned with the school's strategic plan. Outline below your department's goals and the action plan and performance indicators that sit alongside them for both the junior and senior school.

#### 1. Department Goals – Junior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Culturally Responsive Curriculum	Student Feedback - Voice of students in our content and style of learning  Assessment reflects bicultural Aotearoa where possible	Feedback from focus groups of Māori/other students to find out if they see themselves in curriculum/content Feedforward on learning style Assessment has bicultural context where applicable	Allan (Writing Review)  Allan/Nadene (Overseeing adaptations in curriculum)  Jnr SS Teachers (Collecting Evidence) Jnr SS Teachers ideas
Analyzing Assessment Data to track progress	Collate data - Year 9's to Year 10 and Year 10's into Year 11	Aim to increase our at level % from our 2024 data across the two year levels.  We aim to use e-asttle data to support our analysis.	Allan (Analyzing data end of teach term/assessment)  Jnr SS Teachers (Assessing and collecting data)
Use literacy and numeracy data to inform teaching	Identify through profile meetings the data available to identify target students	- Student activities in class are differentiated where possible based on student data  - Student voice indicates students feel work is appropriate level for them	Jr Kaiako  Tutors/YA's with access to lit/num data

#### 2. Department Goals – Senior

Goal	Action Plan (what you will do)	Performance Indicators (How you will know if you are achieving the goal)	Key People (Who is tasked with getting it done)
Collecting student goals and tracking their success toward these earlier,	Identify goals for learners at the start of the year.	If the identified students achieve the goal they set for themselves	All teachers of senior courses

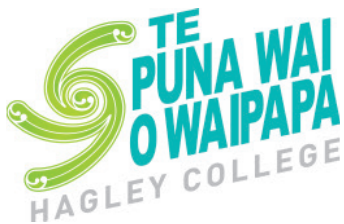
especially for Māori learners.	Check in mid and end of year.		
Year 12 and 13 courses increase percentage of students obtaining 11 or more credits than in 2024	Handing things in a timely manner Contact home if hand-in dates are missed. Follow up with tutor Collaborative inquiry to share practise that works	Higher percentage of attempted credits than 2024 Overall higher credit obtainment than 2024	All teacher of senior courses
Continuing to embed culturally responsive and sustaining practices	Allocating dept time, and attending PLD to learn: - pepeha mihimi - kīwaha and whakatauki - karakia	Staff can recite with confidence in our hui, their pepeha or mihimihi Staff actively use kīwaha and whakatauki in class, Staff can lead karakia	Whole Team tuakana teina Mana whenua – Tuahiwi workshops Wider kura PLD

**Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development**

Explain what the department will focus on for the 2025 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

Outline the professional learning and development that members of your department will endeavor to undertake this year in line with department goals and collaborative inquiry.

Our department Collaborative inquiry will be working together to share best practice, in order to lift the number of credits obtained in Year 12 (or 13) courses. 2024 saw such low percentages of students obtaining 11 or more credits in Senior Courses. We will do this by identifying students own goals and more actively tracking their success. We will also investigate ways of modifying practice around hand in and due dates so more learners hopefully complete assessment to an achieved level at least. This will hopefully help students to manage their deadlines more and feel less anxiety over what is due. We are all very interested to see if changing from semesterised courses to full-year impacts the credit obtainment rate.



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