



SUBJECT REVIEWS: 2025 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 2025 Department Collaborative Inquiry is explained.

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

Indicator 5: Department wide goals for 2026

Indicator 6: The 2026 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. Junior achievement data is also discussed with themes and concerns shared along with an explanation of actions that will be taken this year.

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 Tari Māori
HOD: Sondra Pawhau-Bunt / Chris Smith

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 Yes
- Where appropriate, programme planning documents are complete and in place for integrated learning programmes in Years 9 and 10 Yes
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum Yes
- 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 Yes

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

Annual assessment audit

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

Comment: Continued 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. This was very successful last year. We had good feedback from ākonga around feeling confident in their progress. We have used Exam.net as our assessment tool, but experimented with different types of assessment; multichoice, written answer, listening tests, speaking tests. We should continue to look at refining these assessment types to best fit with our desired assessment outcomes.

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 Yes

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

Comment: Last year we had good systems in place that ensured consistency and authenticity. Our NCEA and assessment documentation and practices are satisfactory. This is an improvement from the previous year, when one of our standards was not yet consistent.

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) Yes
 - Moderation reports for all standards moderated in 2025 confirm that

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

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent, please state the action plan in 2026 to ensure this improves.

Standard - 92093 (Te Reo Māori) Outcome – Consistent

Standard – 91977 (Te Ao Haka) Outcome – Consistent

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. Strong relationships with kaiako from other kura that have expertise in assessment practices.

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

In 2025, a sample of all internally assessed work was moderated by another kaiako. Most assessments, particularly those that haven't been out long or have changed, are to be checked by a kaiako from another kura.

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. We will ensure that there are course reviews conducted after each assessment to reflect on best practice.

3. All moderation for each standard taught in 2026 is on Kamar. Yes

Indicator 3: The 2025 Department Collaborative Inquiry explained.

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

Our department collaborative inquiry was based on formative and summative assessment to improve teaching and learning in the junior school. Each term, there would be a pre-assessment held in the early weeks to determine where ākongā are starting and a post-test to see how well the teaching and student learning had progressed over the term.

Each term had a different focus in terms of the mode of learning. Term 1 was pānui, Term 2 was whakarongo, Term 3 was tuhituhi, and Term 4 was kōrero. Our department used Exam.net to align our testing with these modes. We held all our test results in Teams so we could look at overall trends and give feedback to ākongā.

We found that this practice had many benefits. Firstly, it created a sense of urgency in our teaching, as there was a focused goal to work towards (improving the post-test results). It allowed us to frame our unit plans to align with the tests and vice-versa. We were able to explicitly teach and focus on the different modes throughout the year. Finally, we noticed that students appreciated a tangible piece of feedback that gave them explicit information as to how they succeeded for each term.

As it was our first year doing this in a while, this is something that we want to continue to focus on. We can reflect on how to improve this practice to better enhance our ākongā experience. One thing in particular that we would like to explore is the software used to test: is Exam.net the best tool for the job?

- 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	21 (7 Māori)	18 (10 Māori)	3 (1)	2 (2)	3 (0)	1 (1)	9 (4)	1.4 15/11 (6) 1.3 15/15 (6)
11KAP Kapa Haka	6 (3)	3 (3)	1	1	0	1 (1)	3 (2)	
Total for Department	27	21	4 (1)	3 (1)	3	2 (2)	12 (6)	15/15 11/15

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	4 (1)	3 (0)	0	0	0	1 (1)	3	3/2
12KAP Kapa Haka	3 (3)	1 (1)	1 (1)	0	1 (1)	0	1 (1)	
Total for Department	7 (4)	4 (1)	1 (1)	0	1 (1)	1 (1)	4 (3)	3/2

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
13TRE Te Reo Māori	3 (1)	1	1	0	1	0	1	1/1
13KAP Kapa Haka	9 (8)	6 (5)	3 (3)	0	0	1	6 (5)	
Total for Department	12 (9)	7 (5)	4 (3)	0	1	1	7 (5)	1/1

- 1. 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 11TRE. Out of the 18 ākonga that completed the year, 10 achieved a course endorsement. This success can be attributed to high student engagement and strong teaching support from the department. As well as this the kaiako teaching the class attending moderation and assessment wānanga ensuring strong understanding of assessment requirements. As well as the academic success of the class, there was reasonably (higher than usual) retention of students into Year 12. This puts us in a good place for having more tuākana in our department. As this was our least successful course last year, it is good to see a focused approach leading to great improvement.

One of our courses that didn't experience high academic success would be Level 3 reo Māori. Although they achieved at a higher level than what they did at Level 2 last year, the course still could be improved. The main reason seems likely to be the low numbers in the course. It is difficult to build a community of learning with such few students. Those that attended consistently had good results, but retention was an issue. This is one of our main goals for our department: to increase the numbers in our senior courses. As the class is bigger this year, and the kaiako has had a year of experience teaching the course, we expect the results to improve this year.

- 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 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 withing 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.

Being flexible with assessment deadlines and allowing ākonga to choose their assessment topics that were meaningful to them supported their engagement and success. However, the teaching during this period was focused on supporting ākonga with their assessments, which meant there was limited time to explore aspects of Te Ao Māori.

Indicator 5: Department wide goals for 2026

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.

These goals are very similar to our goals last year; we found that these whāinga led to positive outcomes and we want to show consistency over a period of time to see the full effect on our courses and ākongā.

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)
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

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)
High student retention	High student achievement (read below). Student termly feedback.	Student termly feedback. NCEA results. Course sizes	HOD Jasmine NCEA kaiako
High academic success in senior courses	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 senior Kaiako

Indicator 6: The 2026 Department Collaborative Inquiry and Professional Learning and Development

Explain what the department will focus on for the 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals.

Our department collaborative inquiry will continue to focus on termly pre-tests and post-tests. We have good data from last year which has allowed us to identify areas of need in individual ākonga, classes, and year levels. There are some things we would like to tweak that we felt didn't work perfectly last year. We also have a new Kaupapa Māori (9BMS) class that will be working slightly differently. It will be interesting to see the difference in learning outcomes between the two teaching methodologies.

We also want to develop a new workbook that meets the needs of our kaiako and ākonga more effectively. We will get feedback from ākonga about what kinds of tasks and work are more appealing and helpful. This should lead to a significant savings in cost as well as better outcomes by using a more relevant tool.

With more data, this is something we could potentially recommend in other learning areas across the school.

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.

We have set aside a weekly hui (Wednesday afternoons) specifically for department PLD. This will look like different kaiako presenting on a teaching strategy, using Mumu Reo as a tool for language acquisition, and department reflection.

As well as this, we will look out for external PLD from providers like ako pānuku to stay engaged in the Mātauranga Māori community.

Art
HOD: Daniel Wiseman

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 Yes
- All Year 9 and 10 programmes show clear alignment to the NZ curriculum Yes
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and updated on Schoolbridge and revisited at appropriate times of the year. Yes

Comment:

- Course outlines and programme plans are stored in the department Teams Channel. Art staff have now been granted access to create and maintain both the assessment calendar and SchoolBridge course with oversight from the HOD. Although junior programmes are aligned to the curriculum at Level 4, many students are working towards this level.

2. Annual assessment audit Years 9 and 10

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

Comment:

- Kete wana programme consists of 2 learning outcomes. The outcome measures student skills in terms of the field of art they have opted for. The second learning outcome measures student ability to complete an individual project in the chosen field. More holistic data and improvement monitoring occurs when students either repeat a Kete Wana art subject or opt for another one art offers. If a student is unable to develop a skill or individual project, scaffolding occurs and their progress is recorded as towards the standard for Level 4.

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 Yes
- practices for NCEA programmes with regard to moderation follow the Hagley assessment policy in all subjects in my learning area Yes
- practices for NCEA programmes with regard to authenticity and AI follow the Hagley assessment policy in all subjects in my learning area No

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

Comment:

- Authenticity declarations are important in preparing Level 3 portfolio for external marking. Internal assessment has had inconsistent management of these declarations. The collation of these needs further integration into assessment practices. In any case the practical nature of most art assessment provides art Kaiako assurance that no breaches have been made regarding AI or authenticity.

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) Yes
- Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard Yes

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent please state the action plan in 2026 to ensure this improves.

Standard – 91913 (1.2) Outcome - Consistent

- Overall, assessor decisions for the sample of work provided are consistent with the standard.
- The variety of assessment contexts has enhanced opportunity for engagement with conventions related to personal interests.
- The significance of most outcomes align with the conceptual scope (communicative

intention) and production values (materials and techniques) expectations of the standard.

- Supporting evidence (research and planning) should be provided for the video outcomes to inform understanding of the resolved

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

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

- As a department we confer on assessment and boundary grades.
 - We have frequently used Pūtaki to gauge our understanding of grade levels with the revised Level 1 standards.
 - Our Level 1 and 2 external portfolios are marked as a department. In 2025 there was very little variation of student grade after the verification process.
 - On November 25 the HOD attended the CATA Leadership Hui on the new curriculum.
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 by peers 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.
 - 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 2025 Department Collaborative Inquiry explained.

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

- As seen in our results over the years, most students who submit their external portfolios achieve. However, the overall rates of submission across senior art decreases from year 11 to 13. In addition, we were finding student retention decreased in many classes from year 11 to year 13. Some year 13 students would leave in Term 3 and miss out on 14 credits. Discussions and a survey with 200 students showed a trend as both students and caregivers often see art as a hobby and not as a viable career.

Art dept focus for 2025 was to improve on the submission rates seen in 2024, promote art as a viable career and its role in the community.

As a department we implemented the following:

- Clear expectations on due dates and kura assessment policy. Limited time to resubmit a Not Achieved assessment.
- Formative feedback sent to caregivers on student progress before a summative due date.
- Summative feedback sent to caregivers for a missed assessment.
- Facilitated engagement with community projects and exhibitions where students gained real world experience as an artist.

- Art students featured in kura newsletters and external media publications.
- Department posters promoting art subjects.
- Worked towards refreshing school art displays (ongoing).
- Student survey.

We learnt:

Although overall the changes to communications home and due date expectations were effective, a blanket policy to all would have been detrimental to some students. Students with a wide range of individual circumstances required a slightly more flexible approach. Class wide announcements regarding assessment expectations needed to be communicated with ongoing caveats to alleviate anxiety for some students. The department wide policy became more nuanced. This is where knowledge of our students and our relationships with them was important as we worked to set custom due dates and communicate to whānau with sensitivity.

Overall, the emphasis we placed on submitting assessment in Terms 2 and 3 appears to have had a positive impact on achievement throughout the year and increased submission rates for external portfolios.

The community projects and exhibitions students were involved in were extremely affirming for those who participated. This was also an eye-opening experience for some caregivers who saw their children validated, engaged and inspired to pursue art. Included in this work was guidance for students on how to price their artwork as emerging artists. This provided valuable insight into how students could make progress towards a career in the arts.

Informing future practice:

A balanced approach to enforcing the assessment policy is key to gaining the highest rate of achievement in any art class. We intend to continue to use the framework developed with communication home with enough time for students correct their progress.

We were fortunate last year to have SCAPE educational facilitators and although there will not be as many mural opportunities we are looking to implement more exhibitions for both junior and senior students this year.

The preconception that art is not a viable career pathway is one that we as Kaiako will undoubtedly be working to dispel throughout our own careers.

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

1. Using learning outcome data from Year 9 and 10, describe the successes, department wide themes and concerns you have noticed and explain the actions your department will put in place because of your findings.
 - The two learning outcomes for Year 9 and 10 Kete Wana art reflect the acquisition of skills and an individual project. This data can be used to reflect student progress towards Achievement Objective Level 4. With only two learning outcomes for a 13-week block there is little room for detail on student progress. Our formative observations and report comments play a greater role in monitoring/communicating student progress and is more valuable in decisions regarding scaffolding and future art subjects. A third category in weekly junior reporting for progress towards Achievement Objectives would show trends in acquisition for our Kete Wana classes.

2. 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 5	Number who gained 10	Number who gained 15	Number who gained 20	External achievement numbers that sat / numbers that achieved
11Art	26(3)	23(3)	0	5(1)	4	9(2)	5	23/23(2/2)
11Des	18(3)	17(3)	3(1)	5(1)	2	4(1)	3	11/11(2/2)
11Fph	22(2)	17(2)	0	4(1)	4(1)	4	5	17/17(2/2)
Total for Department	66(8)	56(8)	4(1)	13(3)	10(1)	17(3)	12	51/51(6/6)

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
12APP	27(4)	25(3)	14		3	1	10(1)	
12DES	10(2)	8(2)		2	2(2)		4	4/4
12MGR	8	6	2	3			1	1/1
12PHT	21(1)	16(1)	2(1)	4	1		8	9/8
12PRT	13(1)	10(1)	1			1	5	7/6(1/1)
12PTG	21(2)	15(2)	6(1)	2	2		7	5/5(1/1)
12SKP	8(2)	4(1)	1(1)	1		1	1	2/2
Total for Department	108(6)	69	27	12	6	3	36	27(2/2)

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 11-13	Number who gained 14+	External achievement numbers that sat / numbers that achieved
13ARH	18(1)	12(1)	1	1	3	1	6	9/9(1/1)
13DES	14(1)	11(1)		1	3		7(1)	8/7(1/1)
13MGR	15(3)	15(3)	2(2)	3	5	3	2	2/2(1/1)
13PHT	29(3)	25(3)	5	4(2)	4		12(1)	16/13(1/1)
13PRT	7	4	2	1			1	1/1
13PTG	33(2)	24(2)	1	6	1	1	19	19/19(2/2)
13SKP	16	11	1	4			6	6/6
Total for Department	132(10)	88(10)	12	20	16	4	53	61/57(6/6)

- 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 to this and what will be done to improve these results in the future.**

Level 1: Yr 11 data show a marked increase in achievement in 2025 with 90% of Term 4 students achieving external credits compared with 80% in 2024. There was also an improvement in the number of students achieving 0 credits, reducing to 7 year 11 students in 2025.

Improved Kaiako familiarity with the revised standards enabled staff to differentiate assessment, manage timeline and due dates more effectively. Although this might explain some of the improvement in Year 11, looking at Level 2 data, we can see low engagement played a role as the low rate of year 11 achievement in 2024 flowed into year 12 in 2025.

Level 2: The 27 students achieving 0 credits in 2025 shows a concerning pattern. In 2024 there were 27 students in year 11 who also achieved 0 credits. Many of these students will now be in Year 13. Student names need to be cross referenced across the year levels to determine who these students are, and devise interventions to put in place and prevent this from occurring again. This will form part of department inquiry as we work to minimise off task/work avoidance.

Level 3: Result for 2025 61/57(6/6) were much more positive than 2024 34/26(1/0). There was a larger cohort in 2025, and we appear to be seeing the end of the tail of those students affected by covid disruptions. However, the main target of our 2025 inquiry was to address the rate of attrition in year 13.

In any case the flexibility with assessment that was afforded to student previously was having a negative impact on results. The work done to improve monitoring of student progress and communication home has a positive impact and will remain part of our ongoing processes.

The increase in achievement can also be attributed in part to greater consistency with staff. After several years of staffing changes, it appears we are beginning to see a gain in momentum with more stability in the department.

The following table details the variance in external portfolio achievement from 2023 to 2025.

NB: 11 Art in 2023 was two classes. 11FPH joined the art dept with the revised visual arts standards in 2024.

Class	2023 submitted/achieved	2024 submitted/achieved	2025 submitted/achieved
11ART	47/41	11/11	23/23
11DES	20/5	4/5	11/11
11FPH	NA	5/5	17/17
12PTG	37/22	17/19	5/5
12DES	10/4	11/14	4/4
12PHT	24/7	7/8	9/8
12SKP	12/4	6/6	2/2
12PRT	9/5	4/5	7/6
13PTG	39/23	11/16	19/19
13DES	24/10	5/5	8/7
13PHT	18/9	5/6	16/13
13SKP	6/4	3/3	6/6
13PRT	6/6	1/2	1/1

4. 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?

For Level 3 in 2024, only one Māori student attempted an external portfolio and did not achieve.

2025 saw all 12 ākonga Māori achieve the portfolio for both years 11 and 13. The improvement seen here can be attributed to more regular contact with whānau and the increase in Kaupapa Māori and Tikanga Māori across the department.

Staff have extended their reo by incorporating Māori translations for 10 visual arts terms which relate to both assessment and art making.

Karakia, Māori artist models, te reo in the classroom together are making the open learning space a place where ākonga can have a sense of Whanaungatanga.

Kaupapa such as Tūrangawaewae and exploring identity through 'Ko wai au' are becoming more authentic as staff familiarity with the teaching and learning of these concepts within an arts context improves.

Staff are better equipped to differentiate these outcomes, and this remains dependant on the relationships with ākonga. In addition, both external moderation and advice from NZQA facilitators have emphasised the importance of visual based inquiry methods for these outcomes which make up the beginning of the first standard for year 11.

The intent here is to develop student drawing skills and move away from excessive annotations of objects/landmarks belonging to Māori culture. Although this may sound like a reduction in literacy requirements, it is in fact focusing on literacies in visual arts and modes of recording information.

However, year 12 achievement aligns with the overall decrease of this cohort. There appears to be a larger issue at play which will be addressed in this year's inquiry cycle.

Indicator 5: Department wide goals for 2026

The department's 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)
Increase art literacies	Incorporate PEEL paragraph structure in artist model analysis	Student visual diaries	Whole dept
New junior curriculum implementation	Develop student skills in observing and responding	Students demonstrate personal responses to art in class critiques	Whole dept

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)
Identify if yr13 art students have	Provide additional support/interventions for these students		WD

achieved zero credits in yrs 11 and 12.			
Minimise the number of students achieving 0 credits	Enact kura behaviour management framework to senior classes consistently across the dept	All students visibly engaged in art. 2026 Results should reflect an increase in achievement	Whole dept

Indicator 6: The 2026 Department Collaborative Inquiry and Professional Learning and Development

Explain what the department will focus on for the 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

As indicated in 2026 department goals and 2025 data, there is the need to address those students who are not achieving. It is currently our belief that this is due to low engagement. We are aware of a precedent for some students to continually avoid assessment and are looking to make a positive effect on this established culture.

Enacting kura behaviour management framework to senior classes consistently across the dept will set a new precedent for expectations. This should be conducted in a mana enhancing manner with restorative outcomes.

Behaviour management is but one tool in Kaiako kete and in addition we should investigate and trial other pedagogy/strategies as part of the inquiry.

The 2026 art inquiry will focus on department wide behaviour expectations with each Kaiako investigating an individual pedagogy and reporting back to the group. This should help to encourage equal contributions across the department to this years' inquiry cycle. Topics for Kaiako to research may include:

- Hierarchy of needs
- Culturally responsive practice
- Relational pedagogy
- Science of Learning
- Visible Learning
- Prosocial Power

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.

Collaboration outside our Kura:

With stronger connections to Kaiako at Ao Tawhiti we have an opportunity to work together on matters which the art depts from both Kura may face. This includes Implementing the new curriculum.

The intent here is to share resources, foster collegiality and combine our understanding of the course documents provided to date.

Staff are missing out on opportunities to extend curriculum knowledge and make network connections across Ōtautahi through our subject association. The minimal fees for this can be covered by the dept.

Inquiry:

An aspect of the inquiry cycle which has not been as strong in previous years is researched information or pedagogy to feed into this process. This years' focus of individual exploration into pedagogy to meet the needs of year 13 ākonga who have been identified as achieving little to no credits in previous years will make the process more robust.

English
HOD: Anna Taylor

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

Evidence from:

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

Comment: The 2026 Junior English Scheme was written collaboratively at the end of 2025 to align teaching and learning with the refreshed New Zealand English Curriculum. This scheme will be followed in 2026 and revisited at the end of the year.

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

Comment: "Assessments of student work in Years 9 and 10 are aligned to the NZ curriculum" as much as possible according to our developing understanding of what the "Phase 4" level is.

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 Yes
 - practices for NCEA programmes with regard to moderation follow the Hagley assessment policy in all subjects in my learning area Yes
 - practices for NCEA programmes with regard to authenticity and AI follow the Hagley assessment policy in all subjects in my learning area Yes
 - practices for NCEA programmes with regard to opportunities for further assessment follow the Hagley assessment policy in all subjects in my learning area Yes
 - practices for NCEA programmes with regard to absences from assessment

activities follow the Hagley assessment policy in all subjects in my learning area Yes

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

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) Yes
- Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard Yes

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent please state the action plan in 2026 to ensure this improves.

Standard – AS 91924 Outcome - Consistent

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

Internal standards: - Teachers use NZQA exemplars, Pūkaki (in the case of L1, this was also the only provision for exemplars for one standard), and group assessment of Hagley work if we are assessing a new standard.

External practice exam marking – group assessment of selected samples.

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 disagreement, 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 check the remaining work and publish results.

Moderation is completed in a class notebook. When moderation for a standard is complete, the teacher completes an NCEA course review in the notebook which is visible to the teacher and the moderator and can be used for reflection and planning.

Indicator 3: The 2025 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 2025 English Inquiry was aligned to the school wide goal to improve learning outcomes in the Junior College. Teachers inquired into different ways to differentiate learning in mixed ability junior classes.

Teachers want all students to be able to engage with learning and make progress by:

- starting independently
- completing work for formative assessment (Inquiry 2020) so that teachers can engage with them in meaningful feedback (inquiry 2021)
- having self-belief – that they can do the work that is set for them.

Teachers inquired into achieving this through differentiating:

- The amount of work
- The level of work (e.g. use of Blooms Taxonomy)
- Texts used.

Groups and workshops (inquiry 2022) were also used to differentiate learning.

Most importantly, teachers wanted to develop transferable, reusable, repeatable learning activities and resources to achieve and assess this. This was achieved through a Padlet to which all teachers contributed.

Observations and teacher reflections showed that effective differentiation in junior classrooms has the following outcomes:

- A positive effect on whole class learning.
- Students are able to articulate what they are doing and learning – particularly extension groups who describe their learning with a sense of appreciation.
- Enables higher order / critical thinking - particularly in extension activities.
- With work set at an appropriate learning level, students are more likely to articulate what they find difficult/challenging about a task rather than just say they can't do it.
- It contributes to relationship building – some students show an appreciation that the teacher has done this for me so that I can ...

English inquiries are cumulative, contributing to a constant cycle of teacher development. Differentiation is now part of what we do in junior English.

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

1. Using learning outcome data from Year 9 and 10, describe the successes, department wide themes and concerns you have noticed and explain the actions your department will put in place because of your findings.

Year 9 achievement in internal writing assessments:

Number of students (Māori) in year 9:	Number at or above the level BOY:	Number at or above the level EOY:
149 (30)	50 (10)	76 (14)
	34% (33%)	51% (47%)

Year 10 achievement in internal writing assessments:

Number of students (Māori) in year 10:	Number at or above the level BOY:	Number at or above the level EOY:
151 (28)	37 (3)	52 (9)
	24% (11%)	34% (32%)

It is pleasing to see improvement in achievement in year 9 writing but with a starting point of 34% writing at the level at the start of the year it would have been good to get more than half of students writing at or above by the end of the year.

The improvement was better in year 10 which was necessary as only 24% started the year writing at the level. Although the achievement rate doubled, only half of the students were writing at or above the level at the end of the year.

Non attempt/completion of these assessments is significant at both levels.

In year 9, 11% of students did not attempt or complete the BOY writing, 14% did not complete the EOY.

In year 10, 30% of students did not attempt or complete the BOY writing, 11% did not complete the EOY.

Year 10 achievement in the Literacy CAAs:

In 2025 most students were given two opportunities to sit the reading and writing CAA tests.

There are 150 students enrolled in Year 10.

	Cohort achievement – sat/achieved:	Māori achievement: – sat/achieved:
U32404 - Reading	135/108 – 80%	24/16 – 65%
U32405 - Writing	132/89 – 67%	23/15 – 65%

Most students who achieve do so in the first opportunity. Preparation for the tests takes time and is difficult in the second round as classes are split between those who need extra learning and practice and those who don't.

There is an equal focus on reading and writing in Year 10 English learning. It is disappointing to see the lower pass rates for writing. Accuracy in use of writing conventions is the main reason students fail the writing test. Work completion is an issue when teaching writing. Māori achievement is similar in writing but 15% lower in reading.

In 2026 teachers are implementing a new junior curriculum which has increased the subject knowledge and skills to be taught. The decision was made to prepare students for the second CAA assessment opportunity only. Curriculum material has been selected for term 3 that most closely follows the skills and content of the texts. Teachers will continue to select texts by Māori writers while teaching a range of text types that may come up in the test. Completion of short writing tasks will be a focus and the use of assistive technologies to best prepare those students who may use a reader/writer.

In 2026 every English class will include the explicit teaching of grammar and punctuation skills. Grammar is taught in a sequence from word to sentence level. This session will link from the do now and we will inquire into the use of science of learning approaches to make this learning more effective (see inquiry outline below).

1. Use Subject Review data to outline the achievement data in each of the department's 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.

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 ENG	144	129	49 (7)	28 (2)	26	15 (2)	17 (2)	84/59 (7/6) 57/29 (8/4)

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
12 ENG	118	111	24 (3)	24 (2)	21 (2)	24 (4)	24 (3)	58/49 (6/6)
12 LIT								
Total for Department								

NCEA Level 3								
Course	Number enrolled in the course	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 11-13	Number who gained 14+	External achievement numbers that sat / numbers

	in term 1							that achieved
13 ENG	51	39	13	8	3	4	18 (1)	28/24 (1/1)
13 JOU	16	14	8	1	0	1	7 (1)	
Total for Department	67	53	21	9	3	5	25 (2)	28/24 (1/1)

- 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 to this and what will be done to improve these results in the future.**

11 English

It was very disappointing to see that 38% of students achieved no credits. One standard is particularly challenging, but the others should be achieved by students ready for Year 11 learning. Many students enter Year 11, not yet ready to learn at the level.

Action: In 2026, there will be 2 11LIT classes with learning towards 2 reading assessments (CAA and AS) and 2 writing assessments (CAA and AS). The introduction of this class will strengthen literacy support for identified learners and improve outcomes in both CAA and AS results in English and other subjects.

70% of students who sat the unfamiliar texts exam achieved A,M or E. 51% of those who sat the studied text exam achieved A,M or E. More students need to sit the exam. A small number of students sat both papers. This was an important opportunity for those who wanted to do well and provided an option for those who only wanted to prepare for one.

Action: In 2026, preparation for the unfamiliar texts exam will be explicitly introduced at the start and woven throughout the year. Teachers of year 11 classes will teach and assess a section of the exam in each of terms 1-3. Students are to write a complete essay each term. Teachers will mark and give feedback according to the exam criteria. Students will be able to see progress towards a grade in the exam. This exam tests important skills and 5 credits make a big difference to students.

12 English

As always it was pleasing to see success in the Unfamiliar Texts external. 84% of students who attempted the exam achieved A,M or E. Again, the disappointment was the number of students who attempted. Only 52% of students enrolled at the end of the year attempted the exam.

Action: In 2026, preparation for the exam will be explicitly introduced at the start and woven throughout the year. Teachers of year 12 classes will teach and assess a section of the exam in each of terms 1-3. Students are to write a complete essay each term. Teachers will mark and give feedback according to the exam criteria. Students will be able to see progress towards a grade in the exam.

13 Journalism

It was pleasing to see high retention in 13 JOU. Assessments in this course are big and connected to each other. This could explain the high number of students who gained no credits. It is pleasing to see that half the students enrolled at the end of the year achieved a UE domain in the subject. Lack of achievement in other students can be explained by poor attendance, standard-sharing with film, and students placed in the class to complete one standard only.

13 English

Achievement was similar to 13 JOU. Again, the exam is an important aspect of success for those who sit. Year 13 classes will follow the same approach to exams as 11 and 12.

While it is pleasing to see 46% of students achieve a domain in English, students are not always enrolled in English for this reason. Some have the goal of L3 and others are entered in the class to achieve just the number of credits needed to achieve a qualification.

4. 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?

Small numbers of Māori students submitted assessments in senior classes. Achievement for those who did was generally better than overall achievement.

Achievement in the L1 (86%) and L2 (100%) externals was higher than overall achievement. The issue of getting them to attempt the exam is similar to that of the whole cohorts.

Indicator 5: Department wide goals for 2026

The department’s 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)
Improve student knowledge of key aspects of language, grammar, and sentence structures to support achievement in writing.	Inquiry – How can we use science of learning strategies such as explicit instruction, retrieval practice, spaced repetition, and feedback to optimize teaching and improve student learning outcomes?	Students will show improvement in pre and post testing after specific skill teaching. Students will independently proofread and correct their writing.	HOD – leading inquiry with collaborative involvement from the department.
Improve outcomes in writing. Improve completion of writing tasks.	Consistent use of PEEL paragraph structure. Differentiation – paragraph / whole essay. (This will support learning but students who achieve at the paragraph level will be below the level)	Students will independently complete a paragraph or essay (depending on individual student goals).	Assistant HOD in charge of junior English. HOD

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)
Improved attendance at exams.	Earlier engagement in learning skills and content for the exams (as above)	More students will attend and A,M or E the exam.	Teachers of year 11, 12 and 13 ENG classes.

Indicator 6: The 2025 Department Collaborative Inquiry and Professional Learning and Development
Explain what the department will focus on for the 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

Junior English teachers are committed to the teaching and learning of fundamental aspects of language and grammar. All classes are taught this content and associated skills but too many students begin each year as if they have not.

Teachers want to improve the effect of this teaching by learning and applying science of learning strategies.

This could include:

- Reinforcement of learning for better retention and retrieval.
- Immediate application of learned skills.
- create, connect, or solve using the skill

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.

Department members will take up learning as it becomes available with a focus on literacy and new curriculum implementation.

The department inquiry could involve:

- Academic reading, summarizing and sharing
- Creation of new resources
- Paired classroom observations and feedback

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:

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 updated on Schoolbridge and revisited at appropriate times of the year Yes

Comment:

Course outlines continue to be reviewed annually to ensure they remain relevant and responsive to the evolving needs of our ākonga. For 2026, the programme and course outlines have been maintained with minor refinements to better support our predominantly pre-literate and low-literate former refugee adult and adolescent ākonga. The outlines provide clear guidance for kaiako while allowing the necessary flexibility to meet diverse learning needs and manage the multi-level nature of our classes. This structure is especially valuable as new kaiako join the department each year, ensuring consistency for ākonga and alignment across classes. For the Academic class (ELL4), course outlines are revisited more frequently, as kaiako review ākonga results and reflect on practice each year to ensure alignment with co-requisite requirements and to better support ākonga success. Course outlines are shared at the start of the year, updated on Schoolbridge, and revisited throughout the year as needed.

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

- All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area Yes
- teachers check all activities against the indicators used by NZQA for external moderation in all subjects in my learning area Yes

Comment:

We originally allocated specific standards to classes to prevent duplication of assessments. While this remains our preferred approach, in 2025 the significant increase in Foundation-level students, along with necessary class reshuffling to address unsustainable class sizes, resulted in classes operating at language levels lower than originally planned.

As a result, we once again needed to distribute assessment standards across multiple classes to ensure all students had a fair and equitable opportunity to complete and achieve standards appropriate to their English language level. Teachers assessed students in varied contexts and developed new assessment tasks to ensure that no student was given a commercial assessment they had previously 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) Yes
- Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard Yes

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent please state the action plan in 2026 to ensure this improves.

Standard - Outcome - (Action Plan if required)

We were not externally moderated in 2025.

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

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

Department Moderation Overview

Moderation within the department is carried out collaboratively by teachers and the Teacher in Charge (TIC). This process ensures that teachers review and assess work across a range of standards and levels, helping them stay familiar with the expectations and requirements of the standards they teach.

Whenever a teacher is uncertain about a grade, they seek input from colleagues or the TIC to obtain feedback and guidance. Prior to 2025, the department regularly used part of the Monday meeting slot for moderation activities, including the discussion of complex or borderline student work. Although time constraints have recently made this less frequent, reinstating regular moderation sessions will be a focus for 2026.

Teachers draw on NZQA exemplars and department-held examples of previously externally moderated standards to guide marking and moderation. Externally moderated samples are made available to all teachers and are stored in assessment folders for ongoing reference during future marking and moderation cycles.

Teachers also participate in EL Cluster meetings each term, providing valuable opportunities to discuss common challenges, particularly around higher-level standards widely taught in other schools. TPWOW-Hagley College has a distinctive focus on Foundation and Level 1 standards due to its large cohort of pre-literate and low-literate learners. Because few commercial assessment tasks exist at these lower levels, teachers have developed a strong capability in designing tasks that meet national standard requirements. These tasks are informed by NZQA exemplars, commercial materials (where available), moderator reports, and professional experience.

The TIC keeps up to date with NZQA communications regarding assessment and moderation, and all relevant information is shared with staff during department and NCEA moderation meetings.

Internal Moderation Process

To ensure that student work meets the required national standards, the department follows a structured internal moderation process:

1. Initial Marking
After students complete an assessment task, the teacher marks the work according to the schedule and criteria.
2. Peer and TIC Moderation
Beginning in 2025, experienced teachers conducted direct moderation with the TIC. Newer or less experienced teachers continue to carry out peer moderation first to build confidence in awarding grades accurately, and the TIC checks the majority of their writing and speaking assessments, rather than just a sample, to ensure marking is consistent with the standard.
3. Feedback and Adjustment
If marking variations are identified, the teacher receives feedback to align their grading with the standard. This may include providing further instruction to students before the next assessment opportunity, ensuring accuracy and consistency with national expectations.
4. Final Moderation and Record Keeping
Once all tasks within a standard have been completed and moderated, the standard as a whole is reviewed by the TIC before results are entered into Kamar by the assessing teacher.
From 2025, many standards now consist of a single assessment task, meaning fewer standards require multi-task moderation to confirm full coverage of criteria.

Collaboration and Professional Development

Moderation marking usually takes place in non-contact periods and after school, as the meeting schedule does not allow for moderation sessions. In 2026 it would be good to have the time in meetings to collaborate on moderation for written and spoken assessments.

Audio-visual recordings are stored in the department's ELL Assessment Team workspace, allowing easy access for moderation by colleagues. Working with peers in this way not only strengthens consistency across the department but also serves as valuable professional development, enabling teachers to refine their assessment skills and build confidence in applying the national standard across various levels and standards.

Indicator 3: The 2025 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 2025 ELL Department Collaborative Inquiry focused on strengthening the support systems and teaching practices that enable English Language Learners (ELLs) to achieve success, particularly in relation to the co-requisite. With many ākongā entering Te Puna Wai o Waipapa with limited formal education and very small English vocabularies, the inquiry examined how well current teaching approaches prepare them for the high language demands of the co-req (set at ELLP Stage 3/4, equivalent to NCEA Level 1).

As ākongā were entered into the co-requisite for the first time in 2024 and achieved a low pass rate, the department gained valuable insights into readiness, vocabulary development, and the significant gap between ELLP Stage 3 learners and native-speaking peers. Teachers identified the need for more explicit literacy support, increased scaffolding, and a clearer understanding of the difference between social (BICS) and academic (CALP) language proficiency.

We explored and trialled a range of evidence-based teaching and learning frameworks, including:

- Structured literacy approaches
- Culturally responsive pedagogy
- Increased student voice and agency
- Strengthening relationships and whanaungatanga
- Explicit teaching of spelling, vocabulary, and academic language

These approaches were found to be beneficial not only for ELL ākongā but for any kaiako teaching linguistically diverse learners across TPWOW.

The ELL department will continue refining course design, readiness checks, and instructional practices to ensure ELL ākongā receive the targeted literacy and language support needed to progress toward the co-requisite at an appropriate pace. Kaiako will keep implementing and embedding the frameworks explored during this inquiry, with an emphasis on structured literacy, explicit vocabulary instruction, and consistent cross-curricular support. Insights from 2025 will guide programme decisions, teacher's professional learning, and the ongoing development of strategies that "meet ākongā where they are" in their learning journey.

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 CO-Requisite Reading and Writing or 30507 (R) or 30511 (W)							
Course	30507 Writing	30511 Reading	Co req Reading 32403	Co req Writing 32405	UE Lit writing 22750	UE Lit Reading 22751	UE LIT writing 22749
ELL4	25	26	16/33	11/33			6
ELL4	0	0	16/32	13/33		2	9
ELL4	0	0	15/30	12/30	1	8	9
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.

This year, we focused on the Literacy completion for all ELL4 students. This is 95 students. We know that over the past few years, ELL students have struggled in the Co-Requisite CAA opportunities. This data also shows opportunities to gain UE Literacy in reading and/or writing. All ELL4 teachers prepared students for the co-requisite. However, it is difficult to prepare them for all the topics they may encounter, and the multiple choice questions that have similar answers are difficult for some ELL students. It was decided to trial the internal pathway while keeping in mind that this pathway is temporary. 30507 (writing) and 30511 (reading) are the internal pathways for English language learners. 25 students passed the writing using Exam.net. It was decided that Exam.net would make this the most rigorous and a true test of their ability. 26 people passed the reading under strict test conditions. Knowing that the CAA is timed and on a computer with no dictionaries, etc. We kept similar conditions for this reading assessment.

About 50% of students passed the co-requisite CAA. The vast amount of vocabulary needed to pass the CAA is one possibility for the low pass rate. The other possibility is the multiple choice and close answers issue. We will persevere with teaching skills needed for the CAA exams. This is not difficult for us as the CAA closely resembles many of the ELL assessments at Level 3. This means we can do both. Having students sit the CAA is a good opportunity to experience and learn through doing an assessment of this nature. This year, we want to further develop learning opportunities for students to practice their reading and writing skills required for the co-req tests.

When students have shown success at Level 3 ELL and have also shown success in mainstream classes at Level 2 /3, then we offer them UE Literacy. The writing was also done on EXAM.net this year and proved to be a great success for students and teachers. This meant they experience test conditions and show their authentic skills.

To improve all results in 2026, we will offer more opportunities to do work outside of the classroom. We have 4 hours per week and it is not enough to teach all that needs to be covered for CAA, UE Lit and ELL standards. We have come up with the idea of sending students CAA practice work on TEAMS as a downloadable, editable PDF. We have also offered students time on Wednesday after school for study support. In addition, we highly recommend students attend Study Support on Tuesdays and Thursdays for extra help and additional practice in any subject.

Indicator 5: Department wide goals for 2026

The department’s 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)
Passing 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.	Lesley Sarah Freya
Achieving 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
Passing assessments with Community and Vocational classes	Focus on structured 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 Rebecca Diana Beate Khadra Sophie

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

Explain what the department will focus on for the 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

For 2026, the ELL Department will focus on the question: How do we build foundational literacy that eventually supports paragraph-writing frameworks like PEEL?

In ELL, we support young adolescents and adults who may be working at an academic literacy level, alongside adult ākonga who may arrive with limited to no literacy in their heritage language and very limited English. Because of this

wide range, the focus of our inquiry will be on explicit foundational literacy instruction for our lower-level ākonga and on academic paragraph structures for our higher-level ākonga. This ensures that each kaiako can select an inquiry focus that is appropriate to the literacy needs of their ākonga. Our aim is to align with the schoolwide expectation of using PEEL, however, this may only be appropriate for our academic learners (ELL4).

To achieve this, our plan for our 2026 inquiry is to adopt a developmental literacy pathway that moves students from emergent writing → sentence writing → basic paragraphs → and, when they are ready, into PEEL-style paragraphs. This approach allows all teachers to participate meaningfully, regardless of whether their classes are working at the emergent, developing, or academic literacy level. It provides a unified departmental direction while recognising that learners progress at different stages and need different forms of support.

Our 2026 Collaborative Inquiry aligns strongly with all ELL department goals by strengthening literacy across both our low-literacy adult learners and our academic-level adolescents. By using a developmental literacy pathway—from emergent writing through to sentences, paragraphs, and PEEL for those ready—we support Co-Requisite achievement for ELL4, build clear pathways for students approaching UE Literacy, and ensure our Community and Vocational classes develop the foundational skills needed for successful assessment. This approach promotes consistent literacy routines across the department, supports culturally responsive practice, and allows each kaiako to focus on strategies appropriate to their learners' literacy stage while still contributing to a unified, school-aligned inquiry.

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.

We will endeavour to undertake professional learning in 2026 that will directly support our collaborative inquiry and the diverse literacy needs within our department. All kaiako will participate in teacher-led mini-inquiries, each exploring a targeted literacy practice suited to the learners they teach. These may include foundational areas such as phonics, handwriting and transcription, vocabulary routines, oral-to-written language transfer, bilingual scaffolds, simple sentence construction, or early paragraph frames for learners at emergent and developing stages. Kaiako working with academic-level learners (ELL4) may trial ELL-appropriate PEEL scaffolds, using sentence starters, bilingual glossaries, paragraph frames, and exemplar texts. PLD opportunities will include internal workshops led by Sarah, focusing on text types. Kaiako will also engage in peer observations, and they will also be encouraged to attend ELL Cluster meetings or any other literacy-focused initiatives across the region.

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 Yes
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum Yes
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and updated on Schoolbridge and revisited at appropriate times of the year Yes

Comment: Work will be ongoing throughout 2026 to realign year 9 and 10 programmes with the newly released NZC. Year 9 is our priority given that these students will be going through the new NCEA programme once they reach year 11, which presumably will match to the new NZC.

2. Annual assessment audit Years 9 and 10

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

Comment: Generally individual topics are assessed only once in each year of our junior program, making it difficult to show long term progress. However, we are working on looking at the connections between a student's levels in year 9 and their level in year 10. Adoption of the new progress descriptors, which will allow us to break out the 'below the level' grouping into more clear levels, should help here. We are also looking at how to compare end-of-topic tests to the end of year testing with year 9s. Currently we generally see drops here, and we are looking to find ways to improve retention and revision practices within the dept to help with this.

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

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

Comment: The majority of our Level 2 and 3 assessments have been in place for several years and we are continuing to adjust as necessary to maintain security. A few standards were identified in 2025 which require some minor changes to assessment schedules and these are being implemented in 2026. Additionally, we continue to keep a close eye on discussion around the Level 1 standards which are still in some state of flux. In 2026 we intend to use AS 91946 again, for the first time after it has been changed from an internal to an external, which will require some additional development of resources.

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) Yes
- Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard No

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent please state the action plan in 2026 to ensure this improves.

Standard - AS 91945 Outcome - Not Yet Consistent, however on looking at the details, we found they had agreed with 5 out of 6 of our marks and only disagreed with our interpretation of the requirements for Excellence grades.

Our interpretation of the Excellence level was based on exemplars provided by the ministry and by NZAMT. On discussion with other schools we found that many had run into similar issues with their moderation. We are

continuing to follow discussions on the NZ maths teacher forums and information provided by NZAMT to get a better understanding of what the moderators are looking for, specifically.

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

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).
- 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. Although she has resigned this position for 2026, the dept is still a member of CMA and NZAMT and will receive information and access to PD through these organisations.
- Teachers attend various workshops as they are scheduled. In 2025 this included information about changes to the junior program as well as updated information about moderation of Level 1 assessments.

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. Additionally all Not Achieved and Excellent marks are checked with another staff member. The department holds a formal moderation meeting when required, and at other times, student work is moderated on request. The department maintains moderation tracking sheets for each teacher for each course, and all student work, whether moderated or not, is retained for 2 years.

In 2026, in order to assist a teacher who is the only current teacher of Level 3 Statistics, Angela has made contact with the HOD of mathematics at Cashmere High School and found a suitable teacher for external moderation of Level 3 Statistics papers.

Indicator 3: The 2025 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 2025, our dept undertook some detailed tracking and analysis of past cohorts of students. Due to timing, a large part of this work was done under the leadership and supervision of Nadeeka, while Angela was away on leave in Term 2. E-asTTle data from the 2021 year 9 entrants was pulled out, and students were tracked in terms of their achievement in year 11 maths classes and how long they remained in maths classes.

The main takeaway from the analysis was that although we were successfully getting students through Numeracy, including students whose initial curriculum levels were significantly below the desired year 9 standard, these same students were not coming out fully prepared to attempt year 12 work. We also noted that although students who were above the level desired at year 9 were similarly successful at gaining numeracy and entry into year 12, they weren't

markedly better off in terms of credits at Level 2 than students who started out at about the 'correct' level, meaning that they probably hadn't been extended as well as we might have liked.

There were notable issues with the analysis – our year 12 MAA course is comprised of fewer assessments, and this may account for the credit numbers not being higher. However, looking at retention rates of our own students into the Calculus class, in particular, provided cause for concern around extension of higher level junior students. We also note that all of this analysis comes from a cohort that went through the 'old' Level 1 standards and the 'old' definition of Numeracy – the CAA wasn't in place when this cohort went through Level 1.

As a side investigation, the dept identified Māori students who were still at Hagley after starting with us in Year 9 and compared their retention in maths classes to the rest of the cohort. The sample group was not large, which makes for somewhat unclear statistics, but we were pleased to see that the retention rates were not completely dissimilar, though they were across the board (gaining numeracy, retention to year 12 or 13, credit counts) lower than the overall cohort (we did not attempt to compare the group to a group with similar initial e-asTTle scores). To help us better understand the experience of our Māori students, we worked with Jasmine to put together a set of questions and run interviews with 4 of these students who were willing to discuss their progress through maths. Jasmine put together a transcript of the interviews and discussed her impressions with Angela. It was noted that the 4 students were all from 'unusual' primary school backgrounds (Montessori, Rudolph Steiner, a Kura Kaupapa, one who moved through several including one where maths was 'not taught' in years 5 & 6) and that the discussed points may not, as a result, be easily abstracted. However, several noted that their earliest memories of the junior college maths program included very wordy topics which were not easy for these students to approach. This was a surprise to the dept who had chosen this early year 9 topic (shape) in the hopes that it would be easy and welcoming. Partly due to these korero, and due to the changes to the year 9 curriculum, the dept has opted to change the year 9 program to start in a less vocabulary heavy topic.

The inquiry prompted many more questions in the dept which will be followed up over the years to come, particularly around how we can extend our more experienced year 9 entrants. We would also like to run analyses looking at female students which had been planned, but was not fit into the time available.

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

1. Using learning outcome data from Year 9 and 10, describe the successes, department wide themes and concerns you have noticed and explain the actions your department will put in place because of your findings.

As a very blunt measure of junior college success, in our 2025 year 10 cohort we had an approximately 70% success rate in achieving Numeracy via the CAA, which matched well with our e-asTTle assessments for this group showing about 70% 'on track' when they finished year 9 in 2024. This is a little better than the national average for CAA pass rates (63%), but almost exactly on the national average for year 10s attempting the CAA. Our Māori students in year 10 had a pass rate of 57% which is a bigger gap than we would like, but is again better than the national average for Māori students (~48%, though the ministry has not provided a break out of Māori students at different year levels). Additionally, looking at our internal assessment results, we see strong relationships between outcomes on our class test results and CAA achievement. The outcomes from our internal assessments with the year 10 groups also showed that on average the cohort did better on measurement and geometry strands, and slightly less well on statistics and algebra. We had specifically put in more time and dept resourcing in 2025 on the measurement topics due to concerns that the new Level 1 standards were very geometry-heavy, so it was nice to see this work reflected in the data.

The dept remains concerned, however, about the algebra results and about our ability to adequately prepare students for the work required in an 11MAA course. Our 2026 start of year numbers has significantly fewer students

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
12MAT	80 (4)	78 (4)	3	25 (1)	23 (1)	26 (2)	1	2/1
12MAA	51 (4)	49 (4)	0	15 (1)	7	18 (2)	9 (1)	AS 2.6 23/12 (3/1) AS 2.7 28/22 (3/2) AS 2.12 7/7 (1/1)
Total for Department	131 (8)	127 (8)	3	40 (20)	30 (1)	44 (4)	10 (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 11-13	Number who gained 14+	External achievement numbers that sat / numbers that achieved
13MAT	52 (4)	53 (4)	0	9	9 (1)	30 (2)	5 (1)	
13MAC	31 (1)	24 (1)	0	4	2	0	18 (1)	AS 3.5 1/0 AS 3.6 19/18 (1/1) AS 3.7 16/14 (1/1)
13MAS	28 (1)	28 (0)	3	5	3	6	11	16/12
Total for Department	111 (6)	105 (5)	3	18	14 (1)	36 (2)	34 (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 to this and what will be done to improve these results in the future.

As in previous years the results from the MAA courses were better than their MAT counterparts. This continues to be probably due to the kinds of students who choose to enroll in these classes, however it is worth noting that the 11MAA courses in 2025 were very large with staff teaching them noting a very wide range of abilities and engagement with the course. Along with having added additional internal credits to the 11MAT course, the differences between these two courses were fewer in 2025. The 2025 Calculus class was back to its usual success rates, which was excellent to see, particularly given that there was a new teacher in this course.

At the end of 2024 we noted that the differences between credit totals in different courses was less of an issue than the disparities between the individual classes of a single course. This was still a concern in 2025, however, with some very specific support in place for some teachers, the disparities were lower.

2025 was the first year that we ran the NUM course and it is worth noting that deciding how to count this course was complicated. We have elected to leave out the students who were only in the NUM course for Term 1. Many of these students elected to be moved into 12 or 13MAT courses at the end of the term and are therefore counted elsewhere. Among those who were in the course for the whole year, the credit totals may look unsuccessful, but it is important to recognize the fact that many students in this course have extremely long term disengagement with math's, and in many cases, with school in general. Attendance was very problematic. As we look at how this course will run in 2026, we have to take into account the necessity of these students continuing to have an opportunity to be exposed to mathematics, even if they aren't able to get their numeracy completed within one year. An area of concern for the school in 2026 was the 13MAS course with issues being raised around whether the assessment practices and standards are matching national levels. A look at the final numbers indicates that across most of the standards this group had a lower rate of Not Achieved grades than the national numbers, but a higher rate of Achieved and lower rates of Merits and Excellences. The differences were not massive, but in the interests of making sure that our schedules are accurate, we have found a teacher from another school to provide extra moderation in 2026.

- 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?

As in previous years, across our year 11, 12 and 13 courses, Māori student success looks roughly on par with other students. Our continued concern, however, remains in retention and – contributing to this – equality in choice of courses. Our 12MAA course is limited to students who have chosen to take 11MAA, due to the difference in coverage between the two year 11 courses. Given that only 20% of the Māori student in this year 11 cohort chose to take 11MAA (versus more than 35% of the whole cohort), this will necessarily limit the numbers in 12MAA and continuing on to Calculus. The breakdown of Māori students choosing to take 12MAT vs 12MAA in 2025, however, was far better – and this is probably an issue of small sample sizes varying widely from sample to sample. Our inquiry in 2025 into Māori students' experiences in Maths did not give us a solid feeling for why Māori students may make different choices about maths classes, however we do know that there remains an achievement gap between Māori and non-Māori students entry levels when they arrive with us in year 9, which may explain some of the differences. Our 2025 year 9 cohort was the first we have seen where this gap was nearly non-existent, and we look forward to seeing how this affects choices come 2027.

Indicator 5: Department wide goals for 2026

The department's 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)
Continued work on developing topic and EOY testing	Year 10 tests are mainly set for 2026 after work in 2025, however year 9 tests need to be re-addressed after curriculum changes.	Year 9 tests will be in place and their marking schedules will be in the dept folder	Lisa Angela
Feedback after assessments will be consistently given to students	A dept policy will be put in place for returning marks to students after junior topic tests. PD in dept to help staff members deliver this information in a constructive way.	Students will know how they performed on topic tests, and be helped to connect their growth to learning behaviour patterns.	Lisa Angela Junior Maths 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)
Continued work on ensuring that students attain numeracy at levels at least on par with national levels and at least on par with rates for literacy attainment. In the 11MAT we have removed some extra internals that were trialled in 2025, and keeping numeracy rates as they were will	We will continue to target students where concerns are raised early in the year due to attendance or experience. 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.	Achievement rates for internal year 11 standards. End of year (post Jan release of external results) numeracy numbers.	Angela/Nadeeka – senior class oversight Angela/Nadeeka/ Manpreet/Bernie/Hanay/ Catherine T – year 11 teachers.

require careful monitoring.			
Examining progression of current year 12 and 13 cohorts to see the impact of the changes to NCEA level 1 on retention and achievement.	The dept had concerns that the changes to standards in year 11 may have changed both how many students see themselves as 'successful' at maths, and how successful they actually have been in gaining the skills needed to complete year 12 and 13 academic classes. We will look at the make up of the senior classes, and look at the retention numbers for the 2021 and 2022 year 9 cohorts and compare them what we had been seeing prior to this.	The dept will have numbers for the current cohort and will have discussed the comparisons. The dept will discuss what, if anything, can be done about differences.	Nadeeka Angela
Focus on 13MAS course for achievement	Concerns were raised in 2025 about the achievement rates of the 13MAS course. Examining the final results in comparison with national figures shows that the number of students <i>passing</i> internal standards was better than national averages, but the number gaining Merit or above was significantly below. Our statistics teacher has been connected to a statistics teacher at Cashmere to help with moderation and resource comparisons to try	Catherine T will have regular meetings with Cashmere based counterpart and report back to Angela. End of year results will be compared to national levels again, as well as to student results in other comparable courses.	Catherine T Angela

	to determine whether the marking at Hagley is a factor in these differences.		
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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 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

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 2026, our department will work on how we deliver feedback to our junior students about their progress in both subject specific learning objectives, and learning behaviors, endeavoring to help students to understand the connections between the two. In the past there has not been any explicit checking to make sure that the results of end-of-topic tests were shared with students, and there has been very little checking with staff about the distribution of the results of their classes on these tests either. Unlike NCEA exams where the benchmark for ‘passing’ a given standard is usually very clearly delineated, and teachers have a mandate to not assess students where there is a strong likelihood that a student is not ready for an assessment, at the junior level all students are assessed on every topic. This means that there are frequently times when a teacher would need to return a test with a very poor outcome and staff have been understandably concerned about the impact these results may have on students’ mana. Additionally, given that reporting outcomes have only needed to be differentiated as ‘above,’ ‘at,’ or ‘below,’ staff haven’t needed to be as clear – either for themselves or for the impacted students – about exactly how far behind a poorly-faring given student is tracking. Now that we need to be able to report on, essentially, 3 possible levels of ‘below,’ the dept needs to spend some time figuring out where those levels are, and how to explain them to students.

In 2026 we have added to the dept PGC, a document similar to the senior “NCEA course reviews,” but tweaked to record class results on end-of-topic tests, and staff reflections on how they have taught each junior topic. Time will be given in dept meetings for staff to keep this up-to-date, and for staff to talk about how they feel each topic went. We are also going to work on looking at the connections between the marks given to students in the new weekly effort grades and their results on end-of-topic tests.

We will also brainstorm, research, discuss and practice strategies for efficiently and considerately giving students results of their tests and feedback on their learning and learning behaviors, focusing on upholding each students’ mana.

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 Yes
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum Yes
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and updated on Schoolbridge and revisited at appropriate times of the year Yes

Comment:

2. Annual assessment audit Years 9 and 10

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

Comment: The 12 week cycle we work within means this is limited by comparison to those subjects that have whole-year programmes at both year 9 and year 10.

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

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

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) Yes
- Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard Yes

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent please state the action plan in 2026 to ensure this improves.

Standard - Outcome - (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, Pūtaki, attendance at subject expert meetings etc)

Attending subject association meetings, maintaining subject association relationships with colleagues, co-moderating work. It is helpful when TOD planning is aligned with other kura to help solo-teacher subjects maintain this goal.

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

Where there is the option to co-moderate internally, we do sample moderation of 6-8 samples. Where there isn't anyone available or able to co-moderate internally, we seek a fellow from our subject association to co-moderate in the same manner. Where there's not enough for a sample, all pieces of work are included in the moderation process. We sometimes struggle with the expected turnaround for moderation in our department because of the logistics of needing to access external moderators for what other departments can do withing their kura – this is due to most Performing Arts subjects (three quarters) being sole teacher. Staff have sometimes felt pressured for this work to be done at the same rate as other subjects, in quite different circumstances.

Indicator 3: The 2025 Department Collaborative Inquiry explained.

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

Our departmental inquiry began with a shared focus on the revised NCEA Level 1 standards, particularly their emphasis on mātauranga Māori. However, in response to changes in class structures, staffing, and wider contextual challenges, we reshaped our collective inquiry to better reflect the realities and priorities across NCEA Drama, Dance, Film, Music, and our pre-professional courses. Our refined focus became: "What are we doing as teachers to develop a positive culture for learning, and how are we enhancing the self-efficacy of our students through the integration of mātauranga Māori?" We asked: How do we get everyone up their mountain? How do we measure their progress?

We recognised that strengthening self-efficacy—defined through competencies like self-regulation, time management, help-seeking, tuakana–teina, collaboration, power-sharing, and accountability—is vital not only for ākonga self-esteem and achievement, but also as an expression of our commitment to Te Tiriti o Waitangi. Embedding mātauranga Māori into our practice affirms Māori knowledge systems, supports equity in outcomes, and fosters a more inclusive learning environment for all learners.

To guide our inquiry, we created a shared “Maunga” (mountain) activity, identifying each teacher’s starting point and current practices, alongside ideas and indicators to track progress. Evidence sources included student feedback surveys, self-assessment tools, and achievement data to evaluate the effectiveness of our teaching and learning strategies.

We concluded that authentic cultural integration requires time, depth, and care embedding mātauranga māori meaningfully enhances learning, but needs careful pacing, culturally grounded resources, and sustained relationships with experts to avoid surface-level engagement. Activities like marae visits and ensemble-based creation foster whanaungatanga and deepen student connection to each other, the kaupapa, and their own identities. A shift toward process, not just product, enriches learning and focusing on intention, reflection, and iteration (rather than performance polish alone) has transformed students’ understanding of themselves as artists and learners. TPWOW Hagley College performing arts is developing a shared, kaupapa-driven approach to creativity—our next step is to further define and embed this as our unique identity and point of difference.

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

2. Using learning outcome data from Year 9 and 10, describe the successes, department wide themes and concerns you have noticed and explain the actions your department will put in place because of your findings.

The current concern for our junior courses is primarily that we aren’t allocated sufficient time to teach our subjects to the new curriculum standard being set. We wholeheartedly want to be a part of supporting ākonga to achieve success, not just in our disciplines but to achieve the literacy and numeracy co-requisites, but the current kete wana 12-week cycle does not allow time for either sufficiently. That said, we have increased the literacy expectations in our junior courses, we have reviewed and discussed the literacy CAA exams, and we are working on templates to help us add some elements into our existing course plans to support students in these very important academic achievements. The curriculum overhaul and inclusion of teaching to support co-requisite achievement in literacy are likely to become our focus for the 2026 department collaborative inquiry.

2. 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
11DRA	21(3)	13 (3)	4 (2)	1	0	8 (1)	0	13/9 (3/2) 10/8(2/1)
11DSE	8 (1)	7 (1)	0	1	0	6 (1)	0	0/0
11FPH	22(2)	16(2)	0	4 (1)	4 (1)	4	4	12/12 (1/1) 16/15(2/1)
11MUS	25(3)	20(2)	0	5	5	6(2)	4	5/1(0/0) 7/4(2/1)
Total for Department	76(9)	56(8)	4(2)	11(1)	9(1)	24(4)	8	49/37 (10/6)

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
12DRA	28(3)	23(2)	1	5(1)	6(1)	4	7(1)	13/5 (1/1)
12DSE	1(0)	1(0)	0	0	0	0	1	0/0
12FTV	19 (0)	16(0)	1	4	3	1	7	10/5
12HSM	2(0)	2(0)	0	0	0	0	2	1/0
12MUS	13(0)	7(0)	0	1	3	2	1	0/0
Total for Department	63(3)	56(2)	2	10(1)	12(1)	7	18(1)	24/10 (2/1)

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 11-13	Number who gained 14+	External achievement numbers that sat / numbers that achieved
13DRA	10(0)	6(0)	0	1	1	0	4	3/2 (0/0)
13DSE	6(0)	5(0)	0	0	3	0	2	2/1 (0/0)
13FIP	6(1)	5(0)	0	1	0	1	3	1/1 (0/0)
13FTV	13(2)	13(1)	2	1	5	3	2(1)	6/5 (1/1)
13HSM	15(4)	11(2)	0	1	0	0	10(2)	1/0 (0/0) 2/0 (1/0)
13MUS	22(2)	17(1)	1	2	2	3	9(1)	1/1 (0/0)
MUB	23(3)	22(3)	0	7(1)	11(2)	0	4	0/0 (0/0)
12/13STC	26(4)	10(2)	0(1)	4(1)	4	1	1	0/0 (0/0)
Total for Department	121(16)	89(9)	3(1)	17(2)	26(2)	8	35(4)	16/10 (2/1)

- 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 to this and what will be done to improve these results in the future.**

Within Performing Arts at year 11, 11FPH shows strong performance, with no students gaining zero credits and a healthy spread across the mid-to-high credit bands. 11MUS shows moderate performance, with no students gaining zero credits but a noticeable proportion of students in the lower credit bands (1–10 credits) and relatively few students reaching the highest credit band. 11DSE shows generally positive engagement, with the majority of students achieving in the 11–15 credit band and only one student in the lower band. The main area of concern is 11DRA, where four students gained zero credits and only one student gained fewer than six credits, while the majority of students sit in the 11–15 credit band. This suggests that while a core group of students are achieving well, a small number disengaged or did not complete assessments, creating a polarised achievement pattern.

Most Level 2 courses show strong achievement, with very low non-completion and many students reaching mid-to-high credit bands. 12DRA shows a wide distribution across credit bands, suggesting varied levels of engagement and assessment completion rather than consistently high achievement. Small cohorts in 12DSE and 12HSM limit trend reliability, while 12FTV shows a relatively even spread of achievement with several students in both the lowest and highest credit bands. 12MUS shows lower overall attainment, with most students clustered in the lower to mid credit bands and only one student reaching 16+ credits. Roll decreases between Term 1 and Term 4 across several courses (particularly 12DRA and 12MUS) suggest some retention or course completion challenges.

For the Level 3 students in Performing Arts, most 13-level courses show strong achievement, with many students reaching high credit bands and very low non-achievement in courses like 13DRA, 13DSE, 13FIP, 13HSM, MUB, and 12/13STC. In particular, 13HSM shows very strong achievement, with the majority of students gaining 14+ credits. MUB shows strong engagement in the mid-range credit band (6–10 credits), though fewer students reached the highest band. However, roll decreases between Term 1 and Term 4 in several courses (for example 12/13STC and 13DRA) indicate potential retention or course completion challenges. Some courses such as 13FTV and 13MUS show a spread across credit bands including some low credit attainment, suggesting that while high achievement is present, engagement and completion levels vary within cohorts.

Overall, student performance is mixed but generally positive, with many students attaining mid-to-high credit bands and low levels of non-completion in several courses, reflecting the positive influence of strengthened whanaungatanga and increased self-efficacy. However, the data also shows variability between courses and cohorts, with some courses displaying polarised achievement patterns or clustering in lower credit bands. Areas of concern, such as the non-completion evident in 11DRA and the lower credit distribution in some Level 2 and 3 courses, suggest targeted support is required to address engagement, assessment completion, and retention. Likewise, external assessment participation and success rates are lower than internal achievement levels, indicating a need to strengthen preparation and confidence for external standards.

4. 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?

Performing arts subjects naturally lend themselves to the mindful engagement of Te Ao Māori principles because they emphasize whanaungatanga (relationships), collaboration, expression, and cultural storytelling, all of which align with Māori ways of knowing and learning. Students have opportunities to work collectively, share ideas, and express identity through performance, music, and creative practice, which fosters manaakitanga (support and care) and rangatiratanga (agency).

Across the department, Māori students are represented in most courses and are included within the mid-to-high credit bands in several areas, indicating that many Māori students are achieving comparable outcomes to the wider cohort. For example, Māori students appear within the higher credit bands in courses such as 11DRA, 11MUS, 12DRA and 13HSM, suggesting positive engagement and success within these learning contexts.

The relatively small number of Māori students within individual courses means trends should be interpreted cautiously; however, their presence across achievement bands suggests that inclusive classroom environments and collaborative learning structures are supporting engagement.

This alignment in performing arts can help Māori students achieve outcomes that are at least on par with, or sometimes exceed, those of other cultural groups. Continuing to embed practices that strengthen relationships, student voice, collaborative creation, and cultural identity will help sustain and further develop Māori student success across the department.

Indicator 5: Department wide goals for 2026

The department's 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)
Aligning with new curriculum standards and objectives	Go through the incoming changes together and co-create resources, where possible	In 2026 after we assess whether students are 'below', 'at', or 'above' the new standards and compare with results at same time 2025.	Subject teachers, heads of subjects and HOD
Finding more ways to help students prepare for the corequisite literacy and numeracy exams in our subject areas.	Creating templates for assessment that focus on skills needed for subject-specific literacy within a broader framework (ie PEEL).	The results in literacy and numeracy will hopefully reflect a school-wide commitment to improvement.	Subject teachers, heads of subjects and HOD
Commitment to te Tiriti o Waitangi partnership: showing respect, inclusion and creating a safe learning environment that demonstrates manaakitanga and Whanaungatanga.	Staff committed to fostering Bishop's model and teaching to the NE.	In our subjects this becomes apparent when students grow in confidence as well as improving technically.	Subject teachers, tutors, whanau.

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)
Commitment to te Tiriti o Waitangi partnership: showing respect, inclusion and creating a safe learning environment that demonstrates manaakitanga and Whanaungatanga.	Staff committed to fostering Bishop's model and teaching to the NE.	In our subjects this becomes apparent when students grow in confidence as well as improving technically.	Subject teachers, tutors, whanau.
Using what we learned in the 2025 department inquiry to build self-efficacy in ākongā.	Give students many and varied opportunities for 'mastery experiences'. Break tasks into smaller chunks and celebrating these successes. Also adding opportunities for credits early. Modelling overcoming obstacles.	Attendance should be maintained – because achievement increases learner joy and buy-in.	HOD, subject leaders, subject teachers.

Strengthen students' achievement in their learning	This will tie into the other goals insofar as we understand teaching to the N/E not only benefits our maori learners but all learners in achieving to their best capability, and self-efficacy aligns students to succeed and therefor achieve.	We will see credits on the board early (term 1) and this will be uploaded in their results in term 1 and also reported on further early in term 2. This will build the momentum to raise and maintain attendance and will in turn lift achievement in the remaining three terms.	HOD, subject leaders, subject teachers.
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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 2026 collaborative inquiry, give justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

The Performing Arts Department will focus our 2026 inquiry topic to support our work to upskill and reshape our junior learning programmes to ensure all performing arts subjects are aligned with new curriculum standards and objectives and boost literacy. We will go through the implications of curriculum changes together and create resources (or co-create resources, where possible). In 2026 after we assess whether students are 'below', 'at', or 'above' the new standards and compare with results at same time 2025 [ie kete wana block 1, block 2 and block3 in 2025 compared to the same in 2026]. This purposeful and collaborative work on new curriculum objectives will serve also to hone those skills which will be needed as the new curriculum comes through the senior levels in the coming years.

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.

We will be closely aligning with our respective subject associations to ensure what we are doing here at TPWOW Hagley College remains at the national standard and ensures our ākonga are receiving the best possible education and outcomes.

Physical Education & Health
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:

4. Course planning documents and related resources

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

Comment:

5. Annual assessment audit Years 9 and 10

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

Comment:

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

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

Comment:

Indicator 2: Assessment is at the national standard.

3. Competent assessor's statement:

- | | |
|---|-----|
| • All activities used by teachers in my learning area have been approved by an external moderation process (NZQA/HOD/ recognised subject expert) | Yes |
| • Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard | No |

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent, please state the action plan in 2026 to ensure this improves.

Standard	Outcome	(Action Plan if required)
US #32849 Roll a decked paddle craft on moving water.	Over all these assessments (2 samples) were marked consistently with assessor feedback that supported the learner's achievement while still offering some direction for the next steps	

91236 (Level 2 Health)	<i>An adjustment is required about the application of the factors and strategies to an identified change situation.”</i>	Students will clearly and explicitly identify the specific change situation. Evidence must explicitly and clearly link understanding to this one change situation.
92016 (Level 1 PE)	<i>An adjustment is required regarding the Kī o Rahi movement strategies including more explicit characteristics are required</i>	Adding the characteristics into our movement strategies on the rubric so they naturally fit with how we are grading the students rather than sitting separately. Encourage students to use the characteristics in their commentary for the written task.

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

- Attended NZHEA Best Practice workshops for Health Education (subject association)
- Stay connected to social media posts from subject associations (NZHEA, PENZ, NZOIA) and accessing updated resources online through these organisations

Qualifications for OED staff

Name	Bush	Rock	Kayak	Mountain Biking	First Aid
Chris Patalano	Personal Experience	Rock + sport Endorsement	Kayak 1 Expires 30/6/27 River Rescue 1 (2023) Sea Kayak training 2025 – Adventure Specialties	Mountain Bike 1 awarded 03-11-2024, expired 30-06-2029	Expires 1/12/27
Dan Jakes	Personal Experience	Rock + Sport Endorsement expires 30-06-2030	River Rescue 1 (2023) Grade 2 Certificate 2022 Sea Kayak training 2025 – Adventure Specialties	Mountain Bike 1 expires 30-06-2029	Expires end of 2027
Mel Rich	<i>Next objective</i>	Rock 1 June 2029	PD 2011 River rescue course 2011 Sea Kayak training 2025 – Adventure Specialties		Expiring Dec 2027
Carl Chung	Bush 1 expiring 30/06/29	Personal experience – working towards Rock 1	PD: Kayak School Beginner Course Sea Kayak training 2025 – Adventure Specialties		Expiring 10/26
Anna Holmes					Expiring Dec 2027

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

The following processes are implemented:

- Subject leader/moderator checks task and marking schedule prior to distribution to ākonga
- Post teacher marking work, selection of achievement given to moderator to check (11PED where there are 2 classes, these kaiako moderate each other's work first)
- When internal moderation process complete, students receive grade and posted to KAMAR
- Moderators complete KAMAR cover sheet progressively through process
- Subject teachers complete Internal Dept Moderation sheet progressively through process
- Shared assessment tasks (12PED – FIT, 11HED - 11CHI, 12PED – 12OED, 13OEX – 13PED) Standards involving 'demonstrate' in a practical setting context are visually observed by subject specialist.

- Outdoor Education is team taught (2 teachers during practical sessions) that 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)

Indicator 3: The 2025 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 2025 we split into 2 groups – 1 with a jnr PE focus and the other with a jnr Health focus

1. PE focus group: The goal was to create high expectations in our junior PE programme by including more learning tasks targeting subject specific literacy and senior PE content, being more accountable, consistent and transparent with feedback and providing role models to show students what excellence could look like. For example, Year 9 students were shown how to play a korfbal game by a group of Year 10 students. We also created opportunities to collaborate classes of the same year group and used a differentiation strategy to employ different teaching approaches to develop higher skill acquisition and thinking for those who were deemed underachieving. Students feedback was collected regarding their enjoyment and sense of achievement in the programme. Whilst there were mixed results (especially if they were separated from their peer group), there was evidence to suggest that this could be explored more in 2026 to extend students engaged and driven in PE whilst supporting those who we are continuing to overcome barriers to building positive attitudes towards physical activity.
2. Health focus group: The goal was to reassess how the jnr health programme sets students up for success at NCEA; how it enables teachers to provide adequate evidence of student success/progress and restructure the units to establish an 'academic' subject structure that provides clear success criteria and direction. It became an opportunity to dedicate precious time to work collaboratively on these goals and create tasks that provided more clear and measurable outcomes, encouraging greater work output and evidence of learning from students. Some different types of assessment tasks were trialled in 2025 with supportive teaching and learning strategies with favourable outcomes. Work was continued throughout the year and before the start of 2026 to be ready to weave through all units in 2026.

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

5. Using learning outcome data from Year 9 and 10, describe the successes, department wide themes and concerns you have noticed and explain the actions your department will put in place because of your findings.

The collaborative inquiry work specifically targeted improving jnr college outcomes. We have tightened up the clarity and consistency of collecting evidence against outcomes to allow for more coherent and robust systems, especially with jnr health. We have increased the explicit teaching of subject specific literacy establishing high expectations and promoting strong academic development supporting senior subject pathways. This work continues to be developed and implemented in 2026 with a clearer system of evidence collection.

6. 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
Outdoor Education	21 (2)	?	2	0	5	3	9 (2)	n/a
Health	14	13	3	2	3	3	1	5/3
Physical Education	47(7)	42(6)	5(2)	2	2	9 (1)	19(3)	30(7)/29(6) 25(4)/22(4)
Total for Department	82(9)	76(6)	10(2)	4	10	15(1)	29(5)	60 (11) / 54(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
Outdoor Education (RC)	19	?	3(0)	2	3	3	9 (2)	n/a
Outdoor Education (WT)	19 (3)	?	2 (1)	3	5	3 (1)	6(1)	n/a
Health	19(1)	15(1)	2	3	6	5(1)	0	9/7(1)
Physical Education	26(5)	22(5)	0	2	13(4)	9(1)	0	n/a
Total for Department	83(9)	75(6)	7(1)	10	27(4)	20(3)	15(3)	9/7(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 11-13	Number who gained 14+	External achievement numbers that sat / numbers that achieved
Outdoor Education	16	9	0	5	4	5	0	n/a
Health	19(1)	13(1)	2	4	3	0	5(1)	8/5(1)
Physical Education	21(1)	14	4	7(1)	3	0	1	n/a
FIT	16(2)	14(1)	3	3	1(1)	4	1	n/a
Total for Department	72 (4)	50 (2)	9	19 (1)	11 (1)	9	7 (1)	8/5(1)

7. 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.

Outdoor Education:

In the Level 1 OED course, there was 100% achievement rate in the rock-climbing unit (15/15) entered. Carl attributed this success partly to having several indoor sessions prior to heading outdoors. Indoor sessions are very time-efficient as there is little to no set-up time and with the venues (Boulder Co., Uprising and the Adventure Centre) being close to school, there is a lot of on-task practical time compared to crags in the Port Hills. The downside of this is the cost – however this can be absorbed by the department budget, now that there is only one year 12 course. The success rate at Year 12 was similarly high in climbing with 17/18 gaining Achieved level or higher in the Achievement Standard. However, it was noted that in Year 12 there could have been more scope to achieve at a higher level with a different venue – “heading to Albert Tce or Merlin Wall earlier would be helpful. This needs to be balanced with providing opportunities for students to still gain A that find climbing difficult.” There was also a high success rate with MTBing in the Year 11 course (15/19 entered achieved the standard). We have discussed this as a department and noted that having a more cohesive approach across year levels (i.e. having a skill progression from level 1 to level 3) should help improve student achievement going forward.

Last year 0/12 students gained US438, despite going on a two day trip to run the assessment. It was noted that the inclusion of US438 – needed review following this failure. Factoring in a lack of depth in staff Alpine qualifications, as well as environmental changes that have made venues unreliable in terms of favorable conditions for assessment we have removed this assessment from the programme.

Physical Education:

Pleasing results for Level 1 achievement standards across both classes and expected improvements in 12PED from 2024 results with a much more athletic and driven cohort. 11PED continued to consolidate teaching and learning strategies with the same two teachers leading this work. 28/36 (78%) students achieved 15+ credits in 11PED. Kaiako acknowledged it was a pretty motivated group and regularly asked for feedback, particularly those who were working towards Merit and Excellence. This was a recognised goal for teachers to help those achieve higher grades. (12 Excellence awarded)

13PED had results below regular expectations. Several factors may have contributed to this including a diverse group of learners, sporadic attendance and lack of engagement. Additionally, it was Abhijeet's first year teaching the programme and whilst suitable mentoring was in place, suggestions and directives were not always actioned. This may not have been a significant factor in student engagement and success; however it did cause some time management and redirection at times slowing down progress. In 2026, with a different teacher leading, the mentoring process will be closely monitored as well as continuing to implement improved subject specific literacy tasks to support Level 3 writing expectations.

Health Education:

All levels showed an improvement in overall success comparative to 2024 results. Setting high expectations early on in 13HED whilst it had some fallout from the first assessment opportunity, led to a more disciplined approach to subsequent standards. The teaching and learning programme continued to be 'tweaked' from feedback, however, sticking to deadlines and being consistent with these expectations certainly helped with the second standard.

12HED also had improved results comparative to 2024 data and whilst there are numerous factors impacting student success, this cohort had significant numbers who had carried on from 11HED and therefore demonstrated deeper understanding of the underlying health concepts and subject specific literacy supporting their success. It was noted the scaffolding and mind maps were a helpful tool to consolidate connections/understanding. 7 out of 9 students who sat the external passed so again we know success is generally high with 12HED externals as the format is traditionally consistent and the practice exams and literacy support leading up to external builds solid foundational confidence. Possibly focusing on the teaching and learning for the external before the final internal may prompt higher attendance at the external and better results, compared to the low submissions for the Health Promotion standard which is also very time consuming (last internal).

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?

Outdoor Education:

Māori success seems similar to non-Māori. In AS91330 for example, of the Māori students entered in the standard, one gained Achieved and the other Excellence in comparison to non-Māori (11 Achieved, 2 Merit, 3 Excellence).

Health Education:

Māori numbers in Health classes in 2025 were very low and difficult to really draw much analytical responses from this data. 1 Māori student in 13HED achieved 14 credits and 1 Māori student in 12HED achieved 15 credits. I think

continuing to build whakawhānaungatanga throughout the year which often Health lessons are conducive to supports this.

Physical Education:

Māori students' success in Level 1 was mixed however 2 factors seemed significant in student success. Of the 7 Māori students in 11PED, 3 achieved 0 credits, 1 with 15 credits and 3 with 20 credits. Attendance has biggest correlation to success. All 3 with 20 credits attended 82% or above. 2 of the students who achieved 0, were less than 20%. The other student who achieved 0, attempted only 1 of the standards and whilst significant time and strategies went into supporting this student, they were unable to commit and complete work to be submitted. Again, establishing strong relationships continue to be effective in supporting Māori students. Similar trends in 12PED, if student attendance stays above 80%, success is higher. We will continue to develop strategies to encourage commitment to attend classes and aware of achievement. Communication helps with some students but always not consistent. Knowing your learners and identifying the barriers to their attendance and work completion early can help support strategies for improvement.

Indicator 5: Department wide goals for 2026

The department's 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.

3. 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)
Explicit teaching of literacy and numeracy strategies	PEEL structure is forefront of all literacy tasks in Health and PE. Explicit tasks to use opportunities to teach basic numeracy in PE	Students familiar with expectations for written work and towards end of year 10, less students need as much structured scaffolding. Similarly, students can understand distance measurements in PE settings	All kaiako teach jnrs so involved in teaching and learning opportunities and making appropriate changes as feedback arises (MAH lead in jnr Health, CC lead in jnr PE)
Continuing trial of increased opportunities for differentiation	In PE this looks like exposing students who are excelling in the practical components, to have the opportunity to further develop their movement skills and thinking/tactical skills. This may include differentiating with multiple classes on at same time, as well as	PE -This may also lead to better engagement for those students who struggle with the pace and technical skills of some drills/games. Student voice can capture sense of achievement/challenge. Kaiako can capture increased consistency in measure of	Jnr PE/Health teachers

	getting snr students to join at times. In Health we want to develop more 'extension' opportunities to develop their critical thinking.	movement skills and strategy related opportunities. Health – students can answer questions/tasks that extend their critical thinking of socio-ecological perspective	
Feedback and tracking of learning outcomes	Clear rubrics and tracking sheets for units/year with clearly identified 'check points'	Students know regularly how they are achieving and how they continue to improve leading to higher achievement throughout year	CC and MAH have set unit 'markers' and ways to provide specific feedback
Increased integration of Te Ao Māori including te reo and purakau	PE and Health units have key te reo to integrate. PE units have themes in te reo Māori; Health units have links to Te Ao Māori	Increased use of te reo in lessons	All Jnr teachers

4. 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)
Continued goal of developing HAU content (2025 survey information) to engage students and build strategies to support wellbeing	Set 'must do' each term for Kaiako based on feedback	Staff notebooks contain lesson content reflective of feedback Student and whanau voice	FB to lead 11HAU JE to lead 12HAU Teachers of HAU programmes to follow plan
Develop critical thinking beyond 'surface level' – especially in PE	Create teaching and learning activities in snr PE classes to develop critical thinking in this subject to allow deeper and more thorough evaluations; scaffolding and discussions create opportunities	Students approach questions with more awareness of broader societal influences and is reflective in their assessment tasks (leading to higher achievement)	FSK (13PED)
Continue to build on culturally responsive practise	Use Hikairo Schema to develop individual term goals; Dept	Regular use of te reo and achieving personal goals set	All teachers; MAH to lead upskilling of te reo

	meetings have kiwaha and subject specific words/phrases as focus for term	within Hikairo schema	
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Indicator 6: The 2026 Department Collaborative Inquiry and Professional Learning and Development

Explain what the department will focus on for the 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

In 2026 the dept will again split into either a PE focus or Health focus group:

PE focus group will continue to trial differentiation with multiple classes on at same time in the timetable building on the initial findings from 2025. We will be looking for more data with student voice and investigating different ways to measure this option – how this focus group applies ‘proficient’ and/or ‘exceeding’ evidence for movement skills alongside greater ease to demonstrate interpersonal and tactical skills that help develop other skills in snr PE classes.

(possibly trial of draft curriculum lessons/units to evaluate challenges and connections to current programme)

Health focus group will look at how teaching spaces can influence engagement, enjoyment and work output. Health classes are taught in a variety of classrooms offering different setups of space (types of tables/chairs and layouts). Initial discussions suggest certain classes ‘work better’ for teaching Health content. Through student voice, teacher observations and work output data, it may provide common themes irrelevant of the class and more about the space.

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.

- MAH will continue to lead dept te reo and Te Ao Māori connections
- ELL support with literacy – will connect with Leslie Cowie to continue to find ways to support multilingual learners
- PENZ and NZHEA cluster meetings (if offered) for support with new curriculum

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:

7. Course planning documents and related resources

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

Comment:

8. Annual assessment audit Years 9 and 10

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

Comment:

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

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

Comment:

Indicator 2: Assessment is at the national standard.

5. 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)	Yes
• Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard	Yes

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent please state the action plan in 2026 to ensure this improves.

Standard - 13316v6 Issue and Action plan: The main issues arose when a staff member left and the remaining staff could not access the evidence required in full to send for moderation. We had requested not sending last years work replacing it with 2025 work however this was declined.

The work submitted was the best we could retrieve, and we were aware it would not meet the standard. I am confident that our past record shows that this is a glitch not an ongoing issue.

Action to address this issue:

Ensure a more robust system is in place for the storage of work so that if a staff member leaves the new staff have access to the evidence required.

To do this we have set up a Department team folder so that the evidence is no longer stored only on the teacher's laptop. All staff are now required to complete a moderation file for each standard and to add a duplicate copy to this folder.

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

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

Internal moderation is undertaken between subject-specific teachers within the department. In the case of a sole teacher of a subject this moderation is completed with a contact from another Kura. In some cases an outside moderation is sought to ensure we are all moderating to an external standard.

Indicator 3: The 2025 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 focus of our collaborative inquiry was High Expectation Teaching, specifically the work of Professor Christine Ruby–Davies who believes high expectation teaching can extend their students, whatever socio-economic background or academic level. Teacher's beliefs about their students and what they can achieve have a substantial impact on student learning and progress. Research shows that as well as expectations about the individual students, teachers can be identified as having uniformly high or low expectations of an entire class of students. High expectation teachers believe that students will accelerate their progress, rather than stay within the range of normal progress, and that students will move above their current level of performance. In comparison, low expectation teachers do not expect their students to make significant changes to their level of achievement over a year's tuition.

Each teacher in the department reviewed their practice to ensure the principles of High Expectations Teaching were at the forefront of their practice. This commitment to raising achievement has shown fruit in the increased numbers of students ready for and engaging in level 1 classes across the department. Allowing some students where appropriate to do a unit standard in year 10 gave them the opportunity to bank credits towards level 1 and to raise their personal expectations of success. This philosophy is an ongoing focus for technology subjects not only whilst engaging in the inquiry but for future planning and delivery also.

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

- Using learning outcome data from Year 9 and 10, describe the successes, department wide themes and concerns you have noticed and explain the actions your department will put in place because of your findings.

Successful collaboration with math's department to offer the Bebras challenge to all year 9s has led to data being collected about the level of computational thinking in our year 9 students

- 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
11DIT	20	17	4 (-)	0(-)	1 (-)	8 (-)	4(-)	11/10 (-/-)
11FON	21	15	8	4	0	2	0	3/4
11TEX	22	19	3	3	5	3	5	5/9
11DVC	11	12	3	0	2	7	0	7/9
Total for Department	72	63	18	7	8	20	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
12CSI	6	6	4(-)	1(-)	1(-)	0(-)	1(-)	3/2 (-/-)
12ELT	14	14	1(0)	5(0)	4(0)	0(0)	3(1)	-/-(-/-)
12JWL	17	15	0	0	5	0	0	0
12TEX	16	11	4	1	2	1	3	-
12DVC	1	1	0	1	0	0	0	0/1
Total for Department	54	47	9	8	12	1	7	

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 11-13	Number who gained 14+	External achievement numbers that sat / numbers that achieved
13CSI	13	12	1(-)	1(-)	0(-)	0(-)	10(-)	7/5 (-/-)
13 CPD	14	10	3(1)		7			
13 AWR	13	10	4(1)			6		
13 ISW	10	10	6(1)		4			
13 CUL	14	11	1	1	2	0	8	NA
13IPP	24	21	2	-	4	-	14	-
Total for Department	88	74	17	1	17	6	22	

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 to this and what will be done to improve these results in the future.

Some students in 12APP and 12TEX were studying the same Technology assessments and could only achieve the grades in one class. This impacted the outcomes for 1 student who appears to have achieved well when in fact they did not complete any work in Textiles. It will be important that there is no overlap of standards in courses in the future.

Subject endorsement results 11DIT level 1 -10 Achieved. 12CIS level 2 -1 Merit. 13CIS level 3 -4 Achieved, 1 Excellence. We had 4 scholarship attempts in 2025 which is an improvement from previous years. Valuable experience was gained in the Digital technology scholarship. The Baxter Robot that has been donated by Canterbury University is planned to provide a platform for scholarship level technology scholarship projects.

Low achievement numbers in 11 Food and Nutrition can be attributed to the cohort enrolled in this course in 2025. The majority of the students who did not gain credits in this class were previously targeted learning students. The nature of the new standards at level 1 were pitched at a level that these students struggled with. Although some knowledge was gained, this did not meet the standard required to gain credits on the board.

Once again, in Industrial sewing and Artwear the data does not reflect the number of returning students who have achieved the credits the year before. Added to this are a number of adult learners who are not credit

driven but skills based on the goals they wish to achieve from the course. They are very successful in becoming independent designers and sewers; however, they do not engage in the assessment tasks associated with the practical.

11DVC reported 100% student number retention throughout 2025 with a 77% pass rate for the external (though the sample size is small).

The Kaiako uses exemplars for all standards which are posted on teams for 24/7 access by students.

The use of external moderation of the internals results in the judgements being better aligned to the standard. This results in the Kaiako being able to use pragmatic approaches to see where the “holes” in the student work are which can be “plugged” with a little more evidence to avoid the boundary level judgements.

With the internal standards being marked harder each year, it is quite taxing to ensure that the student work generated consistently meets the inherent meaning of each standard. It was disappointing that the DVC L1 external saw only 11% of students with merit and some students achieved when they were not expected to.

To strengthen this the Kaiako gave students access to exemplars right from the start of the year, sourced from the best Hagley students (Merit) and national excellences of 2025 (not sourced from NZQA). These exemplars are much better than anything that NZQA has provided in the past which undermined Kaiako confidence in the DVC subject.

Kaiako experience gained in these standards from 2024-2025, and stricter classroom routine in 2026 with clear completion goals published in class and teams keep the focus honest but driven to meet deadlines.

4. 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 the school of Fashion there was 1 Māori student enrolled. Attendance was inconsistent due to her being the only person in the family with a car so she had to take time out of school to attend to the needs of her Whanau. When in attendance her ability was limited, she participated in 1 of the corequisite literacy papers but chose not to engage in the rest. She was able to achieve a result when a teacher was guiding step by step but did not manage to do any independent work required at level 3. Although this appears to be an unsuccessful outcome, when the focus is steered away from NCEA as the sole indicator there was success for this student. They contributed to the class positively and became a confident sewer with guidance, making garments for family members. These skills contributed to a sense of achievement even though it does not register on a NCEA data sheet. This reinforces to me that all students are individual in their needs and aspirations and one size does not fit all.

In year 12 electronics there was 1 Māori student enrolled. She was one of the top students in the class and gained over 16 Credits. She was involved in various women in technology programs through the year and was a positive influence in the class.

In 2025, one Māori student was enrolled in 11DVC arriving halfway through the year. While they showed initial potential in the DVC work, their efforts did not result in any credits. The main contributor was the students erratic attendance together with their lack of interest in improving their work, especially closer to the time of project completion.

Indicator 5: Department wide goals for 2026

The department's 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 Achievement	Continue to create content that scaffolds into level 1. Track achievement at level 1 to evaluate if last years focus increased achievement.	Increased numbers in level 1 classes. Students banking credits from year 10.	All Kete Wana teachers.
Continue to imbed culturally responsive practice in everyday content.	Plan term plans that include Te reo references and inclusive content.	Greater engagement and success for all.	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.	Continued focus on student engagement and planning that promoted engagement and high expectation outcomes.	Higher levels of achievement across Technology and Hospitality subjects.	All practical design staff.
Focus on meeting goals and targets including	Focus on goal setting and regular progress feedback to students to keep them	Higher numbers of achievement in all subjects, with better	All PD Staff

assessment due dates.	motivated and on task.	time management and goal setting.	

Indicator 6: The 2026 Department Collaborative Inquiry and Professional Learning and Development

Explain what the department will focus on for the 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

In 2026, the department's focus will be on the recently published Technology curriculum documents. We will unpack the exemplars provided and look in depth at the content, connect, consolidate theme that runs through all the units. The focus has shifted, and it will be valuable to examine and revisit our current Kete Wana term plans to accommodate these changes. This aligns with the department's goals of raising knowledge and achievement at junior level to lay a solid foundation for success in year 11 and beyond.

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.

Throughout the inquiry we will dive deep into the exemplars.

Identify what has changed.

Look at any resourcing changes required.

Write example units for our own contexts that are in line with content, connect and consolidate.

We will share our findings to support each context in moving forward.

Review and respond where appropriate to subject association publications in support of the changes.

Trial implementation of a plan this year to test how valuable it would be in the TPWOW setting.

Science
HOD: Elvina Stephens

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

Evidence from:

10. Course planning documents and related resources

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

Comment: We are waiting for the new Science curriculum to be released this year to update Junior schemes further

11. Annual assessment audit Years 9 and 10

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

Comment: trying to do assessments that are not silent tests in Jnr school

12. 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 Yes
- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area Yes
- practices for NCEA programmes with regard to **authenticity and AI** follow the Hagley assessment policy in all subjects in my learning area Yes
- practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area Yes
- practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area Yes

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

Comment:

Indicator 2: Assessment is at the national standard.

7. 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) Yes
- Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard Yes

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent please state the action plan in 2026 to ensure this improves.

Standard - Outcome - (Action Plan if required)

91602	Consistent	Biology	n/a
91393	Not yet consistent	Chemistry	Demonstrate understanding of oxidation-reduction processes we sent very difficult boundary cases and now have much clearer points in MS to improve marking next year.
91388	Consistent	Chemistry	n/a
91522	Consistent	Physics	n/a
91921	Consistent	Science	n/a
91412	Not yet consistent	Earth and Space Science	Appealed and got back a clearer information on why its not yet consistent, have adjusted the assessment and marking schedule to reflect this better and will emphasise geological time frames on Cass field trip.

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

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

staff engaged in Professional Learning Groups covering high-impact areas like subject-specific literacy, AI integration, and neurodiversity and CRP. Additionally, Term 4 focused on external PLD, including leadership development through CSTA and subject associations. Also active in various specialist Facebook groups and linked to all the Science associations: NZASE, CSTA, NZIC, NZIP, BEANZ, HATTA

8. Briefly describe the **internal moderation process** that all teachers in your learning area use to moderate student work. We get together as a department to make sure our marking is consistent and actually hitting the national standards. The focus is really on consensus marking, so we grab a handful of scripts—specifically those tricky ones sitting right on the grade boundaries—and mark them together to see if we're on the same page. It usually involves a bit of professional debate over the evidence. Once we're happy, we log the comments in the KAMAR moderation space.

Indicator 3: The 2025 Department Collaborative Inquiry explained.

What was focused on, what was learned and how will this inform teaching practice across the department in the future? Science Specific Literacy Strategies In Science, with the rollout of the new Level 1 standards—was on building a robust kete of strategies to support student literacy. We started with strong reading strategies to help students unpack complex texts, followed by a gradual shift toward developing formal scientific writing skills. Ultimately, we are exploring targeted ways to help students adapt their output so they can write for the specific purpose required by different scientific contexts and assessment tasks. We realised we needed to push this harder in the junior school to increase expectations before level 1.

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

1. Using learning outcome data from Year 9 and 10, describe the successes, department wide themes and concerns you have noticed and explain the actions your department will put in place because of your findings.

Our Year 9 and 10 learning outcome data has been successful in helping us accurately identify students who require targeted interventions and additional support early on. A department-wide theme is emerging from this data is that literacy gaps and almost zero work assessments are the primary limiters to student achievement, rather than a lack of scientific understanding. We are particularly concerned by the difficulty in distinguishing between students who are "almost at level" and those who are "well below," as current assessment records can struggle to separate these categories clearly. To address this, our department did an inquiry of Science specific literacy and implementing specific literacy strategies to reduce barriers to our assessment tasks to better differentiate student progress at the lower levels. It would be very helpful if we had more than 3 categories when entering progress in KAMAR.

2. 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
Science	138	116	22	21	42	53	0	61/94
Horticulture	20	16	8	1	2	1	8	9/12
Total for Department	158	132	30	22	44	54	8	

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
Chemistry	39	24	5	11	9	13	1	11/21 -16/24
Biology	77	62	19	19	17	22		18/36 – 19/35
Physics	45	30	6	8	14	5	12	18/28 -16/29
Earth and Space	8	4	4	2	0	2		½ -1/2
Total for Department	169	120	34	40	40	42	13	

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 11-13	Number who gained 14+	External achievement numbers that sat / numbers that achieved
Chemistry	40	34	4	7	9	11	9	20/28 – 10/28
Biology	45	47	5	7	4	7	22	25/33 – 31/39
Physics	41	41	1	7	15	1	16	26/30 – 20/26
Earth and Space	16	11	3	2	1	2	7	7/9 – 6/6
Total for Department	142	133	13	23	29	21	54	

- 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.

The UE results for 13Bio this year are pleasing. We made the call to drop one standard, and it paid off—having that extra time allowed us to really focus on the 'fun' side of biology and build a much deeper level of understanding. Instead of rushing, we spent time nailing the basics before moving on to the more complex extension work. It also gave us the breathing room to explicitly teach exam-writing skills; we were able to keep circling back to those techniques throughout the year, which clearly made a difference in their final performance. This approach was a focus for our department last year, and seeing it work so well here is exactly why we've now rolled it out across all our senior subjects.

Looking at 13 Chemistry and 13 Physics, our UE rates were lower than we'd like, which really came down to the diverse mix of students in the class. We had a significant number of students joining with little to no background in the subject, and they naturally found the jump to advanced Level 3 concepts quite overwhelming. To address this and set everyone up for success, we've tightened our entry requirements for this year. Any student enrolling without a prior chemistry background now completes a pre-test. This helps us have a clear, data-informed conversation with them about whether Level 12 or Level 13 is the best starting point to ensure they actually achieve their goals rather than struggling from day one.

- 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 student success is bolstered by CRP and the integration of Mātauranga Māori, as seen in junior modules where engagement has increased. However, a "leaky pipeline" persists, with few Y11 Māori students entering senior sciences – about 5-8 each year. To bridge this, we need to look into ways to investigate why they are not choosing Science and how we can make it more accessible.

Indicator 5: Department wide goals for 2026

The department's 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)
Establish an opportunity that provides junior teachers with clear support and success criteria for all key learning objectives to ensure consistent, high-quality delivery across the department.	Have three meetings a term for each junior year level (9-11)	Teacher feedback	Elvina & Alice

use standardized NZCER data and internal topic assessments to measure and report on individual learning growth and value-added by year-end.	Start of the year and end of the year do the NZCER thinking with evidence standardised test with grades on KAMAR not reports	Test scores increase when compared to the start of the year	Alice
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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)
Discover why only a few Māori students are choosing senior science	Interview students who have chosen science and survey Y11's at end of year to get student voice	Have some student voice around choices	Elvina and subject TIC's
Increase the proportion of students achieving University Entrance (UE) from 38% to over 40%	by implementing targeted credit-tracking and better support around passing externals	Percent getting UE in Science over 40%	All teachers

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

Explain what the department will focus on for the 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

Impact of Science of Learning Frameworks on Junior Teacher Efficacy and Student Outcomes:

look into what extent the implementation of explicit Science of Learning strategies improve the consistency of delivery among junior teachers and impact student learning outcomes compared to previous term and cohorts? Instead of just helping junior teachers get through the day, training them in high-level pedagogy that will ensure learning is occurring. This will involve a deep dive into Science of Learning strategies and using them in junior classes every lesson possible. I expect Adam and Alice will also be able to add to this inquiry bring back learning from their positive classroom PLG.

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 Science team is leaning into those Wednesday PLD sessions to improve how we teach and know learning is occurring. We're focusing on sharpening our pedagogy and practical science practice, basically making sure our experiments and lessons aren't just fun, but learning is occurring. By collaborating and sharing what works, we're filling our Kete with better resources and fresh ideas that hit all our department goals. It's all about working together to make sure our students are getting the best, most engaging science experience possible. This will be helped by Alice and Adam are doing the positive classroom professional learning group ran by the RTLB's, it's a different way of working to support secondary schools; one that's collaborative, sustainable, and grounded in the needs of kaiako and their ākonga working to build Kaiako capacity within a Secondary context.

In addition, we have four members of the department attend ChemED BioLive conference which will be focused on the new Science curriculum. While also having workshops about standards in senior Biology and Chemistry. We will stay involved and connected to subject associations and hope to attend any PLD on the new curriculum once it is released.

Social Science
HOD: Nadene Brouwer

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

Evidence from:

13. Course planning documents and related resources

- Schemes or programme planning documents are complete and in place for Years 9 and 10 programmes **Yes/No**
- All Years 9 and 10 programmes show clear alignment to the NZ curriculum **Yes/No**
- Written course outlines and programme plans are shared with Years 11-13 students at the beginning of the year and updated on Schoolbridge and revisited at appropriate times of the year **Yes/No**

Comment: We started the year refining programmes for teaching and learning based on 2024 feedback from kaiako and ākonga. This meant changing summative assessment, making the first term more skills based and including more formative assessment opportunities, as we endeavor to set learners up for better success. This is documented in our unit plans and common resources are shared with teachers. There was more refinement of the teaching themes that we introduced in 2024, as we tried to follow a local, national, global sequence for each unit. Next steps include integrating weekly learning intentions into our unit plans, then teachers being able to break these down further into appropriate ones for their classes. We chose not to revert to the 2008 curriculum mid 2025 as the government suggested, because we firmly believe that the 2023 refresh with the ANZHC is more culturally responsive and does not leave key learning to chance. In 2026 we will continue to teach this until the curriculum comes out of draft format, and we will review how we go about preparing for change from there.

14. Annual assessment audit Years 9 and 10

- assessments of student work in Years 9 and 10 are aligned to the NZ curriculum **Yes/No**
- assessment processes used in Years 9 and 10 are designed to show student progress over time **Yes/No**

Comment: We have spent a lot of time refining assessment to reflect the progress outcomes we are assessing against, across Year 9 and 10. This has involved assessing the “Do” skills and the “Know” contexts in what was formerly the UKD framework. We now have two years worth of data which spans across a cohort, and we are beginning to look at trends within this. We will be able to use this data to make changes. Currently we cannot report when a student does not submit, or attend an assessment. This data would help us inform the levels of work completion we have in our classes. We acknowledge we can do better with contacting home if this is incomplete. Another gap that makes defining student progress a challenge, is that it is difficult to show progress using the working toward, at and above scales. Students might show growth but still be working toward the level. Using the progress outcomes that English and Math use as part of their new curriculum might help with this. The evidence of this growth or otherwise can be explained in written components of reporting to whānau.

The data that we do have across two years show some improvement from Year 9 to Year 10 for the 2024 cohort. The following assessment skills were completed in both years. These assessments are set at level 5 and follow the same structure but are in different contexts. This shows a healthy improvement for the 2024 cohort going from Year 9 into Year 10. However, both assessments still only have half the students being at the level, or 'passing'. Further analysis of the factors leading to this can be found in Indicator 4.

Assessment	Perspectives Assessment	Collects & Analyse Sources
2024 (Year 9)	Below = 64% At or Above = 35%	Below = 74% At or Above = 26%
2025 (Year 10)	Below = 42% At or Above = 58%	Below = 58% At or Above = 42%
Increase/Decrease	Below = 22% decrease At or Above = 23% increase	Below = 16% decrease At or Above = 16% increase

15. **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 **Yes/No**
- practices for NCEA programmes with regard to **moderation** follow the Hagley assessment policy in all subjects in my learning area **Yes/No**
 - practices for NCEA programmes with regard to **authenticity and AI** follow the Hagley assessment policy in all subjects in my learning area **Yes/No**
 - practices for NCEA programmes with regard to **opportunities for further assessment** follow the Hagley assessment policy in all subjects in my learning area **Yes/No**
 - practices for NCEA programmes with regard to **absences from assessment** activities follow the Hagley assessment policy in all subjects in my learning area **Yes/No**
 - practices for NCEA programmes with regard to **systems of documentation** follow the Hagley assessment policy in all subjects in my learning area **Yes/No**
 - practices for NCEA programmes with regard to **reporting** follow the Hagley assessment policy in all subjects in my learning area **Yes/No**
 - All activities used are appropriate, fair and offer valid assessment opportunities against national standards in all subjects in my learning area **Yes/No**

- teachers check all activities against the indicators used by NZQA for external moderation in all subjects in my learning area Yes/No

Comment: Kaiako in the Social Science department have and follow rigorous systems for assessment and moderation. We regularly meet to discuss best practise around this, share updates from NZQA in a timely fashion and unpack what they mean. Teachers, especially when they are the only subject experts area within the department, are building greater relationships with other subject experts across the rohe to moderate work. We aim to three point check, and return grades in a three week window. In the few cases that moderation has come back as Not Yet Consistent, action plans have been created and will be actioned with changes in 2026. Some of these were when only a one or two pieces of work were disagreed with by one grade. Some kaiako have been able to take advantage of PLD with this, to better unpack nuances within standards to understand what the national moderator is looking for. Teachers ensure authenticity by knowing the learner and having checkpoints online for work completion to minimise inappropriate use of AI. They are quick to confer with students if this is suspected to ensure it is not used. Many teachers collect early writing samples to know where the learners are at and what might be expected. We are still working on providing alternate modes of assessment for our senior students, especially those diagnosed with learning difficulties.

Indicator 2: Assessment is at the national standard.

9. **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) Yes/No
- Moderation reports for all standards moderated in 2025 confirm that activities and assessment practice has been verified as meeting the national standard Yes/No

List the external moderation outcomes for all standards that were moderated in 2025. If any were not consistent or not yet consistent please state the action plan in 2026 to ensure this improves.

Standard	Outcome	(Action Plan if required)
91874	NYC	Psychology L3 Plan
91431	NYC	Geography L3 Plan
91398	NYC	Classics L3 Plan
91957	NYC	Philosophy L3 Plan

With the changes to the curriculum, MOE PLD will likely be targeted toward implementation of the new qualification system. Teachers will continue learning from any webinars or subject association connections and PLD offered, using the query function within NZQA for moderation, following the three point check system and peer moderating. All teachers have detailed and specific action plans to make changes. In the case of the Geography and Psychology

standards, there were only grade disagreements of one grade boundary for two students per standard, the rest the moderator agreed with. The teaching and context for the Classics standard, which was sent for moderation in 2020 and came back consistent, has not met the criteria this time even though no changes to the standard or teaching have been made.

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

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

- MOE led PLD on NCEA and curriculum change package, many webinars and face to face hui
- Subject association PLD in person, and online led by national subject kaiarahi
- Using the pūtake online assessment tool to practice assessment
- Using the Q and A function on the moderation pages within NZQA

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

Through the moderation process our goal is to continue to mark the standard with accuracy and ensure consistency between teachers. All NCEA assessments are reviewed and tasks are pre-moderated before an assessment is carried out, and then again after students have completed it. It is recommended that samples at grade boundaries, that have suspicion of AI use, or that raise questions for the teacher, go through the moderation process (a sample of 4-6) before continued marking occurs. This is a moderate as you go approach. Moderation is done by the teacher in charge, outside moderators that are subject experts (networks of teacher peers 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.

Indicator 3: The 2025 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 chose to base our collaborative inquiry on one of our department goals, which was increasing the amount of credits students in Year 12, or Year 13 were obtaining in our courses. This goal was based on data from 2024, which saw only three out of 10 Social Science courses at year 12 have over 50% of students obtaining over 11 credits, or on average, 36% of students across courses getting 11+ credits. We used this number of credits as a marker because that is what over 50% was with Year 11.

After initial data analysis, each Kaiako picked a course they would like to focus on. We had a combination of shared sessions that focused on high-expectation teaching and strategies by Christine Rubie-Davies, and our own time to practice and implement what we saw best for our senior classes. We wrote down what we were doing in a [shared document](#) and then had active discussion, questioning and reflection with each other. Staff analysed their success or otherwise with more contact with home, tighter timeframes for completing mahi and aromatowai, diverse groupings, cognitive science strategies for reducing load and more consistent check ins with goals and progress. Kaiako saw

good progress during Term 2, however when we revisited in Term 4 we noted that significant drop in attendance (by Term 3) had become a barrier to students being able to obtain credits.

Overall, all classes had over 50% of students achieving over 11 credits in the 10 Year 12 courses we offer. This is an immense improvement and a result of consistent effort from Kaiako to improve outcomes for ākonga, especially for internally assessed standards.

A pattern observed is that students are often entered into but do not always attempt external assessments. In Year 11, an average of 62% of students who sat exams passed. Many of our Year 12 and 13 programmes are designed for students to obtain most of the credits or achieve University Entrance through internals alone. A question I have is can we as teachers, make a culture shift with learners, to feel confident and prepared to sit exams. We are now seeing the first cohorts who experienced CAA examinations and Level 1 examinations enter Year 12 and 13. Even though this is not a great focus for a team inquiry, it is pertinent to think about as we see our learners for longer in Term 4 and there is a credit obtainment potential missed if this time is not used to prepare for external examinations.

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

3. Using learning outcome data from Year 9 and 10, describe the successes, department wide themes and concerns you have noticed and explain the actions your department will put in place because of your findings.

Allan Taylor worked hard on analysing junior data in 2025, particularly to track changes over time across the Year 10 cohort. We hope that their Year 11 kaiako will be able to use the Social Studies assessment information to identify proficiency of learners in their classes. Allan was also able to break down this information to isolate a groups of students who did not achieve 'at the level' in Year 10, in Social Studies (and Science) and identify contributing factors like whether this was due to absence or their connection with Learning Support services. As mentioned in indicator three, not being able to report if a student did not hand in assessment or were absent, or made progress within an indicator boundary means that this data is not yet as meaningful as it could be.

Is literacy a factor in their achievement?

Something our team has worked on, is using standardised literacy data (E-AsTTle in Y9, CAA results) to compare our assessment results to. We have also used this to check our assessment design aligns with these levels. We measure a range of skills and application of content knowledge, not specific literacy skills. Teachers wondered if students' literacy ability impacted their success in junior Social Studies.

Using a formula conversion across three assessments, assigned 0-1-2-3 corresponding to 'not submitted, working towards, at level and above'. *A student with a sum score of 6, means they are working at level 5 in all three assessments.* The results show:

Cohort Average = 4.3 (6 would be at the level expected)

Average score for students who have completed and passed CAA = 5.2 average sum score

Average score for students who have not completed CAA = 3.0 average sum score

Māori Students Average = 3.5

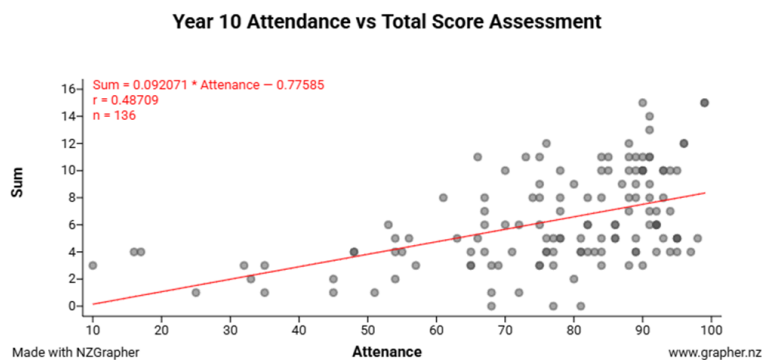
Average score for Māori students who have completed and passed CAA = 4.5 average sum score

Average score for Māori students who have not completed CAA = 2.8

This data shows that using the CAA as a measure of literacy, it does play a factor in achievement at the level in Social Studies. This justifies the reason to strengthen the literacy mahi we are going to work on in 2026, for example explicitly integrating literacy approaches through starter activities, common approaches to paragraphs, more timely feedback, and through collaboration with their other core kaiako.

Is attendance a factor in their achievement?

Using the method outlined above, for attendance, the cohort was divided into two groups. The cohort average attendance is 77%. This marker was the divider of the two groups. For reference, there is another group who have over 90% attendance, which is the government target by 2030.



Average cohort sum score = 4.3

Average score for students above 77% attendance = 3.3 average sum score

Average score for students below 77% attendance = 4.9 average sum score

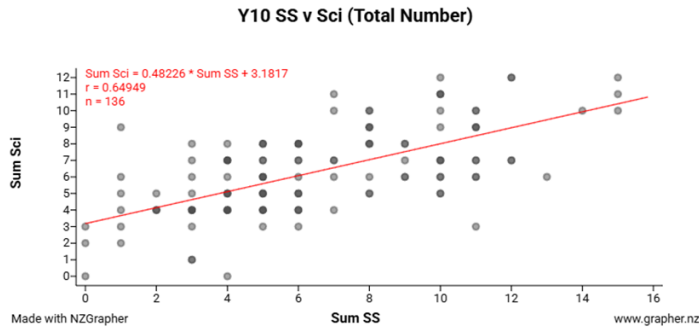
Average score for those students above 90% = 5.6 average sum score

These numbers suggest that the link between attendance and scores, and achievement in Social Studies is not as linear. However, it does seem to have a large influence on positive outcomes for students if attendance is over 90%. Those students are nearly all achieving 'at the level' which sets them up favourably for transition into Year 11.

Māori student attendance average is 71% and comparable to the cohort average. Next steps for our department include investigating Māori students' attendance in Social Studies compared to achievement. This might help us unpack whether the content and tikanga of our classrooms are a culturally responsive place in our subject area, and across akomanga. This would need to be supported with qualitative interviews. It will be valuable to have this data when looking towards the curriculum changes in 2027 and how we engage with that.

Does success in Social Studies mirror success in other subjects?

We have compared data from Social Studies and Science.



We used the same previous stated for both subjects. We then plotted them against each other to see if there was a correlation between students doing well between subjects. As you can see from the graph, there was a strong, positive, correlation between students achieving highly in both subject areas.

This gives us confidence that we are pitching our assessments at Level 5 of the curriculum.

Are students showing progress in Social Studies?

We designed our common assessment to measure the same core Social Studies skills that the 2023 refreshed curriculum Do's recommended. This meant across two years, the students repeat and build on skills but with different contexts. This made it possible to compare results from Year 9 into Year 10 as they are aimed at the same 'level', which was 'by the end of Year 10'. For example, the 'Thinking Conceptually' assessment that was completed Term 1 of Year 9 was completed in Term 4 of Year 10, so we can measure improvement or otherwise. The following are examples:

Assessment skill: Analysing different Perspectives

2024 (as Y9s) - 37% of students at or above level 5 (they passed the assessment)

2025 (as Y10s) - 58% of students at or above level 5

Assessment skill: Research (Annotations, source reliability and critique, reading for meaning)

2024 - 26% of students at or above level 5

2025 - 55% of students at or above level 5

Assessment Skill: Applying conceptual understanding

2024 - 32% of students at or above level 5

2024 - 55% of students at or above level 5

Tracking the other assessment skills, we notice that the amount of students achieving at or above improves over time which denotes value added (32% in Term 1 Y9 at or above, to 51% Term 3 Y10)

Department wide themes that are also concerns are the often limited literacy abilities students come to our

classes with. These gaps in proficiency of reading and writing impact their potential for success. Actions we will take include collaborative efforts in literacy starter activities and better formative check strategies for students to know where they are at. We have a bank of school journals which we will endeavor to integrate more obviously into our work so that students have more opportunity to read. In 2026 Kaiako will not have Learning Assistants in their classrooms, which means that they will have to employ other strategies for enabling successful differentiation. Extending students is another area of focus for us.

An important pattern we now see, based on the data we have gathered, is that our Year 9 and 10 results are similar to our Level 1 NCEA results. Are they lower than the national average because our learners start with us in year 9 with less literacy and numeracy skills than the national average? We will analyse E-AsTTle data when this becomes available.

Moving ahead, the changes to the curriculum bring challenges to navigate. From what we see of the draft proposed curriculum, there is less space for Aotearoa NZ histories and ways to link to our foundations of Te Tiriti. It is already of note that Year 12 and 13 Social Sciences here do not seem to attract rangatahi Māori, so ensuring there is space for teaching what is relevant to these learners, will be important as we think about how we re envision our teaching and learning programmes.

4. 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
History	26 (4)	23(4)	3	4	9 (3)	6 (1)	2	14/11 (2/1) 6/2 (0/0)
Geography	29	24	1	7	3	13	NA	17/13
Commerce	19 (3)	24(3)	1	2	4(1)	10 (1)	7(1)	19/10 (2/1)
Child and Family	18(2)	16 (2)	1(1)	5(1)	2	8	2	7/3 (0/0)
Total for Department	92(9)	87(9)	6(1)	18(1)	18 (4)	37 (2)	11 (1)	63/39 (4/2)

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
Business Studies	28	24	3	2	0	14	9	12/9
Child and Family	27	20	9	4	5	6	3	n/a
Classics	40 (4)	33 (4)	3	7 (2)	8 (1)	8 (1)	7	24/15 (2/1)
Financial Life Skills	26	18	3	9	7	7	0	n/a
Geography	24	15	3	1	3	6	5	11/11
History	25 (1)	22 (1)	3	1	4	6	7 (1)	14/12
Philosophy	17(2)	13	2	3(1)	2	7(1)	1	2/1
Legal Studies	27(2)	21(1)	1	3	11	5	7(1)	n/a
Psychology	54 (5)	44 (5)	3 (1)	5 (1)	8 (0)	25 (3)	8 (0)	n/a
Tourism	28(5)	20(4)	5 (1)	2	5	6 (2)	10 (2)	n/a
Total for Department	296 (14)	230(10)	35 (2)	37 (4)	53 (1)	90	57 (4)	63/48

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 11-13	Number who gained 14+	External achievement numbers that sat / numbers that achieved
Business Studies	24	21	1	0	7	0	14	n/a
Child and Family	24(2)	21(2)	3	4	4	1	12(2)	n/a
Classics	39(3)	30(3)	1	1	12 (3)	4	12	20/16 (1/0) 4/3
ECE Package	14(1)	11	3	2(1)	0	0	9	n/a
Financial Life Skills	19 (3)	16	0	5	1	1	12	n/a
Geography	29	23	1	5	6	2	13	12/10
History	24(2)	20(2)	2	2	2	0	14 (2)	13/12
Philosophy	16	14	1	3	1	2	9	6/5
Legal Studies	22(2)	17(1)	1	4	4	3	5(1)	n/a
Psychology	54 (0)	48 (0)	0	3	4	1	39	13/9
Tourism	32 (2)	21(0)	1	9 (1)	2	2	18(1)	n/a
Total for Department	297(10)	242 (9)	14	38 (2)	43	16	157 (6)	68/55

Please note that these grids do not show the nature of attendance in our classes. Often, students who obtained under 5 credits were only there for a short period, or attended sporadically. Using data from collaborative inquiry where we have factored for attendance, it shows the general increase in percentage of students obtaining over 11 credits from 2024-2025.

Year 11 had 20% gaining 1-5 credits, 20% 6-10, 40% obtaining 11-15. For 3/4 of Year 11 courses, 15 was the maximum amount of credits that were offered, hence the rate at over 16 being minimal.

Year 12 had 55% obtaining over 11 credits and 45% achieving 10 or less. Almost 20% of students fell in the 6-10 grade range, which will continue to be a work-on for our department. It would be interesting to compare the attendance data for these students, whether they were students who are new to our kura, or whether their goals were to achieve level two over two years.

Year 13 had similar rates to year 12, however as we use UE/14 credits as a measure, it was positive to note that 59% of students in our courses achieved over this threshold. 35% obtain under 10 credits and this could also be a work on for us.

In regard to external examination attempt rates, those who attempt the exam have good levels of success, and there is discussion in indicator 3 about this.

Year 11: 62% of those who attempted the externals passed

Year 12: 76% of those who attempted the externals passed.

Year 13: 81% of those who attempted the externals passed.

A question relevant to this is about how many students see value in sitting these. Many of the Level 2 and 3 courses have under half on the roll in Term 4, who sit examinations. Are these students forfeiting these to complete internals? Do these learners perceive that they have enough credits? Is external examination something that they cannot engage in effectively for a variety of reasons? There might be a school culture shift and more normalisation of this process with the national standardisation of assessment like CAA.

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 to this and what will be done to improve these results in the future.

Course	Year 12 2024 % above 11 credits (kura 54%, semesters)	Year 12 2025 % above 11 credits	Year 13 2024 % above 11 credits (kura attainment was 39%, 25% UE)	Year 13 2025 % above 11 credits
Business Studies	52	96	82	70
Child & Family	33	55	66	62
Classics	28	46	65	53
Financial Life Skills	26	53	52	87
Geography	30	57	50	67
History	30	59	53	62
Legal Studies	34	66	25	75
Philosophy	52	53	72	69
Psychology	56	1: 85 2: 69	43	79
Tourism	43	84	72	72
ECE package	-	-	100	81

The table above is from our collaborative inquiry (explained in indicator 3). This was adjusted for attendance, unlike earlier tables. Almost all courses have shown an increase in the number of students obtaining more of credits than 2024. Several factors may have contributed to this. The most likely causes of increase were no semesterisation at Year 12, and seeing students across three blocks per week with the 2025 timetable change. A real focus in our inquiry was learning students own goals and working toward them, tracking work completion, following up with hand-ins, and contact with home. Teachers of unit standard courses commented on the favourable impact the change to the timetable may have had. These classes generally completed more course work, and faster, than the previous year.

The following are reflections from Kaiako who teacher senior courses, or have been adapted from course reflection and review documentation.

The 12 and 13 courses in Classics continue to have relatively low overall achievement rates based on several factors: the comparative difficulty of the standards, heavy emphasis on externals (three standards external versus two internal that are available) and the nature of externals which require students to respond entirely from memory with no prompts available.

11 History had reasonable assessment levels overall, but a majority of student opted out of the second external. A heavy focus on the 1.4 external yielded strong results, and less time was given to 1.3 resulting in just two of the six who attempted it passing. A rebalancing of time allocation to teaching may be useful, however this may result in lesser results than this year. For most Hagley students, completing three of the four level one standards is very achievable and having the fourth available as an option is great extension for more ambitious or capable students. This also ensures that the suggested content is all covered as well.

11 Geography had a 54% obtainment rates of students achieving both internals one external assessment. Students were genuinely working hard towards these. It was a good idea not to complete both externals, as those who were aiming for endorsement managed to get this. At the beginning of 2025 approximately half of the students in this class did not have the CAA for literacy and/or numeracy, so this achievement rate is positive.

13 Geography did very well with 57% achieving over 14 credits and only five were struggling to get more than five credits. The Queenstown trip certainly gave students a lot of focus and the biggest pass rate were from perspectives and event assessments. Changing these to be particularly high interest, with human trafficking and Electric Avenue as the context proved to be engaging and relevant for learners and likely contributed to the success shown.

13 Psychology had lower external achievement results, with only 9 of 13 passing. It should be noted that the Level 3 External is opt in only, and often has students choose to sit it at the very last moment. Those who had studied and prepared for the exam largely did well. Rearranging the timing of the standards significantly improved the number of students in Year 13 who gained 14 or more credits as the two 6 credit assessments were finished prior to Term 4 when students started focussing on external exams and prioritising other subjects, such as completion of art folios.

12 Psychology had significant differences in the success of the two classes which will need to be explored in 2026. Nonetheless both classes saw large improvements to the number of students gaining 14+ credits. Students reported really enjoying the positive "Falling In Love" topic which was a nice change from more serious ones.

As already stated courses that offered unit standards have, on the whole, increased the number of credits students obtained from 2024 to 2025. The amount of students obtaining 11 or more credits in most cases, doubled from 2024 to 2025. Comments were made by the teachers of Tourism, Legal Studies and Financial life skills that a lot more was achieved, and in a faster timeframe. The change in timetable and having contact with students across three blocks a week could have contributed to this.

The unit standard courses often attract students who are new to our kura and re-engagement and attendance is more of a focus than credits for them. 12 Child and Family had low achievement. 33% did not achieve any credits, and the majority achieving between 6 and 15. The teacher is hoping that enabling work to be accessed online in teams for assessments might enable greater participation and success, and less writing or time barriers.

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 Social Sciences team are always trying to improve their pedagogy and understanding of enabling success for ākonga Māori. We range across the proficiency Poutama of culturally responsive practice and there are tuakana in our department that can share best practice so Māori students can reach their full potential and see themselves in their learning. We also have teina kaiako who we are trying to support and grow. It is exciting that Kat is working with the kaupapa māori class in year 9 with Sondra. She is already coming up with great ideas to share, like that we can call a quick write a tuhituhi tere.

There continues to be a pattern of low numbers of students who identify as Māori taking Year 12 and 13 Social Sciences. I would like to learn why this is, but I am unsure where to start. As mentioned in indicator 4 it will be useful to gather voice from our junior students about the Year 9 and 10 course and whether that structure plays a role in their choice of subjects from Year 11. As mentioned in 2025, using percentage data does not paint a particularly meaningful picture to draw conclusions from, but we can highlight stories and experiences from individual classes. Last year's report mentioned how our kaiako often use positive Māori case-studies as a launch pad into other parts of learning in an effort to ensure that ākonga feel seen and uplifted in their culture.

Anecdotal conversations passed on to other Kaiako from some Māori students suggest we have some mahi to do in the space of a) core pronunciation and kawa/classroom tikanga, and b) acknowledging our privilege of learning and not relying on Māori students to correct us or contribute more of their lived experiences. When we have department based PLD we will investigate and unpack this further and share other strategies to support our learning. We have already had a department meeting where part of the focus was revisiting unconscious bias, so we are more aware of what that might look like and how to mitigate these behaviours.

In 2025 we refined a lot of the junior and Year 11 programmes. This enabled some Kaiako to progress with integrating more kupu and kiwaha, and we had a focus in our department on this. Moving ahead in 2026, we thought some printed kupu for the classrooms might help build confidence for Kaiako to continue to normalize Te Reo Māori as part of our every day.

The data we have gathered from our Y10s in 2025 is that there were a core group of high achieving Māori students that continued to achieve 'above the level' in every assessment through the year (13% of Māori students achieved above the level in all four assessments). This group of Māori students was similar to the cohort average who achieved above the level.

One observation from Y9 2024 was that Māori students did well when content was more based within a Māori context, however pattern was reversed in Y10 2025, hence the need for further investigation of the relationship between content/context and Māori student engagement and achievement. We also need to look into our feedback and assessment techniques as presently we are not sure they enable Māori taura (as well as others) to demonstrate their understanding fully.

In 2026 we will also endeavor to keep the hikairo model more central to our practice. This might look like revisiting our goals with this in a journal like format at department hui, as the HOD of PE shared. It could also be a time where we take stock and monitor the progress of our Māori ākonga as a reminder for us to check in again.

Indicator 5: Department wide goals for 2026

The department's 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.

5. 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)
Have clear beginning routines and literacy or recap starters	As part of collaborative inquiry, and earlier, establish clear and consistent routines across classes	All teachers have a consistent start routine and this can be observed at start of lessons.	HoD and TiC Jr lead through collaborative inquiry. All junior teachers
Use and discuss learning outcomes effectively	Learn how to create effective Learning Outcomes and integrate into collaborative unit planning and daily teaching. We will need support with this and time to understand and implement.	Learning outcomes are integrated into unit plans and in lessons. Kaiako can adapt these for their own classes Students work toward and achieve these outcomes and Kaiako use them to inform next steps.	PLD Support from School HoD + TiC Jr + Tabitha as literacy support All junior teachers
Increase formative feedback opportunities	Create opportunities, and share resources and examples of examples for formative feedback	Students know what they are doing and can put in effort which is reflected in their effort grades in kamar. Students are making progress in their learning based on feedback. This is seen in formative and summative assessment	HoD and all Junior Teachers

Underneath this also sits the curriculum change package which we will need to prepare for, for 2027. This will happen when more information is available. Ensuring our commitment to Te Tiriti by ensuring effective and continued use of Te Reo Māori in our akomanga is an ongoing goal. We have also made gains in analysing our junior data and Allan's guidance in doing this will be valuable.

6. 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 aim for Year 12 and 13 students obtaining over 50% of the course credits	Warm and demanding pedagogy including deadlines. Contact home if hand-in dates are missed. Follow up with tutor or YA.	Subjects continue to have a majority of students obtaining over half the course credits offered.	Teachers of senior courses YA's/Tutors
Continue to collect and monitor and reflect on individual goals for students, especially for UE	Identify goals for learners at the start of the year. Check in mid and end of year. Tracking sheets online or on paper help.	If the identified students achieve the goal they set for themselves	Teachers of senior subjects. Tutor Liaison

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

Explain what the department will focus on for the 2026 collaborative inquiry, give the justification for choosing this area. Ensure that it aligns with your department goals. You will be asked to present this inquiry proposal to members of SLT late in term 1 2026.

Our proposed inquiry is to work on junior routines in line with the school wide focus.

This will look like investigating what our start routines already look like (discussed in department hui 23.2.26) and collaborating on starter activities for our current and future units. These starter activities will ideally have a literacy, numeracy or recap focus. In the past, these might have been busy work tasks with minimal link the lesson. In this we will also learn how to write and integrate learning intentions into our unit plans and speak to in class. This will help us to increase confidence with ensuring kaiako and students know the purpose learning for episodes of work.

Alongside this sits more timely formative feedback processes to inform next steps. Teachers need to know their learners are showing progress and improving (not just completing work), and students need to know what they need to make progress.

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.

We will all need some mahi in how to write cohesive learning outcomes. This might need to come from someone who has more skills and understanding of these than anyone in our department currently holds. After a department meeting on this, it was clear we all have different understandings of this. It would be great to have coherence across the kura for this. Collaborative PLD and design of starters that have meaning, and formative feedback can be learned and shared between ourselves. I would like to also encourage peer observations, open doors and pop – ins at the

start of classes so we can observe great practice from each other. Perhaps if this is a focus that several departments have, we could share across departments or core teams of teachers to create greater consistency.



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