

Managing National Assessment Report

Hutt International Boys' School

May 2021

What this report is about

This report summarises NZQA's review of how effectively Hutt International Boys' School:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2021* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school to consider to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every four years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Hutt International Boys' School (HIBS) Policy Manual 2021*
- *Hutt International Boys' School Assessment and Reporting 2021 Department and Staff Guidelines*
- *Hutt International Boys' School Senior Curriculum Handbook 2021*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Managers met with:

- the Principal's Nominee
- Director of Curriculum
- Heads of Department for:
 - English
 - Languages
 - Mathematics
 - Physical Education
 - Science
 - Visual Arts
- three students.

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

SUMMARY

Hutt International Boys' School

27 May 2021

Consent to assess confirmed

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

At the request of NZQA, and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2019.

What the school is doing well

Hutt International Boys' School shared values and philosophy of 'Encourage and Expect Excellence' focus on meeting learning and assessment needs so students can excel in their personal growth and academic achievement. High expectations, an ethos of care and positive relationships, and student self-responsibility are important components contributing to high levels of engagement and success in assessment. Quality teaching and learning programmes support students to achieve their personal best. Evidence of the effectiveness of the school's approach is the consistently high student achievement at all qualification levels over past years.

Self-review is embedded practice and occurs at every level of the school. Internal review changes are informed through feedback gathered from across the school community and underpinned by data analysis. Ongoing enquiry is integral to sustaining the integrity of school-wide assessment practice for national qualifications and providing a quality experience for students.

Effective leadership and role-modelling have empowered teachers to take ownership of assessment systems. The experienced Principal's Nominee leads assessment practice and, with the Director of Curriculum, provides clear direction and sets high expectations to support student achievement and ongoing improvement. Staff acknowledged their professional respect for the senior assessment team, their approachability and support.

Internal moderation processes are robust. An annual attestation by departments confirms that documentation reflects actual practice. Senior leadership have confidence that only credible results are reported to NZQA. They ensure that Heads of Department successfully address any issues identified in external moderation.

Data is effectively used at all levels of the school's operation, from tracking individual student achievement to reporting to the Board of Trustees and community. Data analysis enables academic counselling and early interventions, supporting students to attain qualifications. Efficient data management ensures results reported to NZQA are complete, timely and accurate.

Effective communication of assessment information is evident across the school. A range of communications allow staff, students and their families/whānau to gain a common understanding of NCEA, school expectations, and assessment procedures.

Agreed action

The school has no action items relating to consent to assess requirements. However, a refinement that the school could make to the selection of standards for external moderation is noted in the report.

Kay Wilson
Manager
School Quality Assurance and Liaison

9 July 2021

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 29 June 2016 Managing National Assessment Report The Principal's Nominee has developed an attestation process to monitor the completion of internal moderation. This process has strengthened the consistency of moderation practice and ensures all reported results are quality assured.

The school has reviewed and improved the process to support teachers' use of their Education Sector Login. The Principal's Nominee maintains currency of registrations and actively promotes using the resources available on the NZQA website.

Response to external moderation outcomes Heads of Department comprehensively document external moderation outcomes and the actions taken to rectify any issues identified by NZQA moderators. Teachers reflect on external moderation feedback, including clarifying and appealing outcomes, to assist with the understanding of the standard, and to inform changes to assessment tasks and grade decisions. Appropriate support to improve practice is facilitated by senior leadership, where required.

The Director of Curriculum monitors the progression and effectiveness of agreed actions against expected outcomes. She also reviews consistency rates to identify developing trends and potential issues in a subject area, to inform ongoing improvements. High consistency rates for external moderation reflect the school's robust internal moderation processes and effective response to external moderation feedback

Internal review

Evidence for the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Self-review is an established and continuous process centred on reinforcing the 'HIBS DNA' of fostering student well-being, meeting learning needs and promoting excellence in academic achievement. Data analysis and student, teacher and parent voice are used to inform these processes. In collaboration with teachers, school leaders strategically review data to inform and reflect on student achievement, measurement against school-wide goals and targets, and the effectiveness of changes made. This scrutiny is a particular strength of the school, informing innovation and strategic direction.

Senior leaders described a 'cultural shift' since the last review, leading to their full confidence in the capacity and leadership of the stable staff and departmental heads to embrace change and deliver rigour in NCEA practices. There was clear evidence during the review that ownership for credible and consistent assessment practice that

supports student achievement is distributed across every level of the school, including the students. The collaborative staff culture has supported this growth, developed through forthright discussion about teaching, assessment and achievement including during continuous informal dialogue. Another influence on this development has been teachers valuing professional learning opportunities and the reciprocal sharing of best practice enabled by collegial relationships with other schools.

As part of its strategic direction, the school participates in digital examinations, to provide students with an opportunity to present their best evidence of achievement. Internal Evidence Exams, the school practice examinations, are similarly digitally delivered; students 'opt out' to complete paper-based assessment.

Currently the school is reviewing their digital capability for external assessment, investigating the connectivity infrastructure in different venues and consulting students on venue and device preference. The review outcome will identify improvements in sustaining access to devices and rooms for all school users while concurrently optimising student experience and achievement in an upscaled model of NCEA digital assessment.

The school is committed to leading culturally responsive change in teaching and assessment practices to deliver equity in achievement outcomes and access to future opportunities. Of importance is the mirroring of Māori culture and identity in school life and learning to provide a genuine sense of belonging. Outcomes of consultation with the Whānau Ropu have shaped the next steps, including the cultural narrative for the local curriculum, in the school's journey to cultural inclusion. The equity of attainment of Māori students in Science, Technology, Engineering and Mathematics (STEM) subjects, qualification achievement and the award of University Entrance relative to their peers is an example of the school's endeavour.

Broad consultation with students, staff, parents/whānau, supported by comprehensive data evaluation has led to a number of initiatives being introduced, including:

- the reintroduction of academic goal setting and with refinements to achievement tracking, enabling the high expectations of student success to be realised
- offering both face-to-face and online parent-teacher interviews to discuss student achievement progress following the practice established during Covid-19 times, and welcomed by parents,
- surveying stakeholder groups on the appropriateness of the two-tier banding system for junior classes. Students and parents elected to maintain the status quo, considering this arrangement prepared students well for senior school study
- independent surveying of leavers, and of current students on exceptional circumstances such as the disruption to schooling resulting from Covid-19, to provide authentic perspectives on the experience of NCEA as delivered by the school. Responses were positive.

The interconnection of robust self-review and school-wide professional leadership of NCEA illustrate the school's highly effective response to changes in student assessment needs and creating opportunities to enhance student achievement success.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Hutt International Boys' School has effective processes and procedures for meeting the assessment needs of their students by:

- broadening assessment opportunities by engaging with external providers to offer vocational and trade-based courses including through the Gateway programme
- designing differentiated courses with learning contexts that are authentic, engage student interests, and reflect their identity and the special character of the school
- valuing external assessment for the relevant aspects of the curriculum assessed
- supporting students to manage their workloads through publication of an Assessment Planner, which is also shared with parents
- collecting school-based evidence to support applications for students identified as eligible for special assessment conditions and resourcing this provision support
- providing challenge through:
 - supporting students to enter for New Zealand Scholarship with tutorial classes
 - starter NCEA programmes for Year 10 students.

Hutt International Boys' School has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide practice on missed and late work, extensions, appeals, resubmissions and further assessment opportunities
- investigating appeals and breaches of assessment rules following the principles of natural justice
- using a range of strategies to assist students to present authentic work, including a plagiarism checker
- basing derived and unexpected event grades on valid, verifiable and standard-specific evidence from Internal Evidence Exams and practice assessments subjected to a quality assurance process
- motivating students by celebrating achievement through biannual motivation and academic awards and acknowledgement of success
- meeting the requirements of the *Privacy Act 2020* by ensuring student results remain private and permission is sought to use or share student work as exemplars.

Personalised support enhances achievement outcomes Effective monitoring of student progress towards personal and academic attainment occurs through goal setting, planned course selection and academic coaching. Thorough knowledge of each student's educational needs, interests, and future career goals underpins the school's approach. Parents are kept fully informed of student intentions, engagement and achievement.

The Director of Curriculum meets with each senior student at the start of the year to set motivation and academic goals. Staff have input and goals are reviewed by senior staff and students mid-year. Students are equally recognised for their personal commitment and motivation alongside academic success.

Student achievement towards goals is actively tracked using current, comprehensive data. Students with low motivation or at risk of not meeting their personal expectations or qualification aspirations are identified early, receive academic counselling and programmes are modified, as appropriate.

Staff actively support students and, through the development of positive relationships, create an environment in which students feel empowered to achieve.

Teachers use varied and innovative opportunities to collect evidence towards assessment such as digital, project-based, interviews, and removing time constraints, to reflect student strengths and needs. Formative assessment strategies assist students to present their best evidence of achievement, including milestone checks and making explicit the requirements at each achievement grade. Teachers coach and mentor each student through regular tailored conversations, discussing their progress, preparedness for upcoming assessment opportunities and how to manage assessment workloads.

Pastoral, learning support and careers staff play an integral role, assisting through a range of targeted strategies. Students are supported in their junior years to meet the literacy and numeracy requirements of NCEA. The Year 10 Development Programme helps transition students into NCEA study through coaching in study skills and a well-being focus. Learning needs are identified prior to NCEA and special education conditions are supported.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Hutt International Boys' School has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks reflect the standard by having amended or new tasks critiqued prior to use
- using clarification documents, benchmark exemplars, documented discussions on grade judgements and professional learning opportunities to inform assessment decisions
- having subject specialists within and outside the school verify a sufficient sample of student work at grade boundaries
- documenting the completion of each step in the internal moderation process using the standard *Internal Moderation Cover Sheet*
- following the moderation requirements of Industry Training Organisations.

Hutt International Boys' School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are provided by being adequately stored
- randomly selecting samples of student work to NZQA requirements
- digitally submitting student work and receiving timely feedback.

Robust internal moderation monitoring process Internal moderation is effectively quality assured. The Principal's Nominee comprehensively audits the moderation processes of each department, including reconciling internal moderation records with actual practice. An attestation checklist records the completion of each step, including checking stored student work, the Internal Moderation Cover Sheet for sufficient and purposeful selection, and the quality of verifier judgement statements.

This annual audit provides a transparent account of the comprehensiveness of moderation processes. Where identified, issues are resolved, thereby ensuring school-wide consistency.

Senior leadership can be confident that internal moderation procedures carried out in all departments are complete and rigorous, and results reported are credible. Practice is further strengthened through a review of both internal and external moderation systems carried out every second year by the Principal's Nominee. Heads of Department indicated they valued this monitoring to ensure they are consistently meeting expectations of best practice.

Suggesting standards for external moderation encouraged To date, the school has only requested a small number of standards to be included in the external moderation plan. Each year the Principal's Nominee invites teachers to select standards in the Assessment Plan; however, teachers are under the misapprehension this would result in excessive moderation from their subject area.

Teachers are encouraged to suggest standards for external moderation as this allows them to think strategically about the selection. Aspects that can be considered include:

- suggesting standards that have been assessed in a different context
- feedback for standards to confirm internal moderation verification decisions
- selecting current standards that are being assessed for the first time
- requesting standards with previously identified issues, to confirm the effectiveness of responses.

For consideration

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

- strategically suggesting standards for external moderation to further inform assessor judgements.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Hutt International Boys' School effectively uses assessment-related data to support achievement outcomes for students by:

- reporting high levels of unexpected event grades to support the recognition of achievement in the event of misadventure
- supporting teachers in their learning enquiries on improving student achievement.

Effective data analysis to inform change Data analysis and use is a strength of the school. Heads of Department annually write a reflective analysis of the prior year's achievement outcomes against departmental and school goals to the Board of Trustees. They also evaluate the effectiveness of learning and assessment programmes to inform course design, teaching strategies and professional learning, ensuring students are best supported to meet their achievement goals. Resultant changes include offering different modes of assessment, removing assessment time constraints and coaching students in structured writing skills. Outcomes determine school strategic direction and are reflected in departmental goals for the upcoming year.

Data management systems are a strength Established data management practices and processes, regularly promoted and monitored by the Principal's Nominee, ensure accurate and timely data is reported to NZQA. Key Indicators, file submission and data reports are effectively used to identify and resolve data issues.

Entries and results are thoroughly checked at all levels of the school. In Term 4 a teacher results' check and Head of Department attestation verify the accuracy of the internally assessed grades reported. Students are actively encouraged to use the student management system portal, NZQA Learner login and regular results printouts to monitor their progress, and check for accuracy of entries and results.

The Principal's Nominee annually monitors the reporting of results assessed under Memoranda of Understanding with external providers. By ensuring correct provider codes are used, externally assessed results are valid.

Evidence of thorough data management, and a match to students' intended assessment programme include internal entries reported with a result or withdrawn, and negligible levels of late external entries.

No action required

- No issues with the school's management and use of assessment-related data were identified during this review.

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

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

Hutt International Boys' School has effective processes and procedures for:

- ensuring students receive course booklets and assessment information for all subjects they undertake
- regularly communicating assessment policy and procedure to staff, students and parents using a range of methods
- reporting on students' goals and progress towards qualifications and University Entrance, including through report evenings, NCEA summaries and the portal on the student management system.

Hutt International Boys' School assists common understanding of assessment practice by:

- supporting professional learning opportunities, including collaborating with external subject specialists and attendance at NZQA Best Practice Workshops, when available
- ensuring new Heads of Department and teachers are aware of the school's NCEA policies and procedures through facilitating discussion on assessment good practice.

Clear communication enhances school-wide understanding of assessment practice The school strategically focuses on effective school-wide communication, including NCEA information, to ensure extensive accessibility and understanding.

Strong leadership and regular communication of NCEA assessment processes by the Principal's Nominee provide clear expectations, clarify changes of procedures and promote responsibility for credible assessment practice at all levels of the school. Frequent use of digital, face-to-face and written communication opportunities ensure assessment information is available and clear to all stakeholders.

Assessment best practice is developed through discussion at Head of Department meetings. Departmental heads then lead discussion of assessment practice within the context of their own subject area.

The Principal's Nominee systematically reviews assessment information to ensure documentation is current and fit for purpose. The staff and student handbooks are user-friendly, concise, plain English documents, covering key information. Assessment documents are available online and also electronically shared with parents.

Students interviewed clearly articulated the school assessment practices and NCEA procedures, and what is needed to gain a qualification. The Principal's Nominee and Director of Curriculum present NCEA information in tailored student assemblies and year level Subject Information Evenings. They acknowledged the approachability of the Principal's Nominee and Director of Curriculum, the relevance of the school values in their personal development, and support provided that enabled them to

demonstrate their best achievement. This shows communications and support of students is effective.

These activities collectively contribute to school-wide consistency and understanding of assessment practice and the NCEA model.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.