

Managing National Assessment Report

**Hamilton Boys' High
School**

May 2024

FINDINGS OF THIS REVIEW

Hamilton Boys' High School

29 and 30 May 2024

Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

A significant issue with the school's management of national assessment was identified. The school's own review mechanisms have not been sufficient for them to identify and respond to this issue.

As a school that is not effective in an aspect of self-review, credible assessment or quality assurance, it is anticipated that the next Managing National Assessment review will be conducted within two years to check that the issues are being addressed.

Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	Internal moderation to ensure the reporting of credible results		
3.1b	Strengthen and monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA.	Senior management is required to have a monitoring process that ensures results reported have been subject to an internal moderation process that meets NZQA's requirements.	Immediate and ongoing.

Actions and considerations

Agreed actions

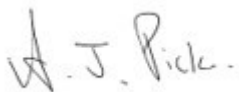
The school agreed that one action would improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
Evaluate the effectiveness of external moderation follow up to improve assessor grade judgements.	Immediate and ongoing.

For consideration

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

- capturing formal student voice to enhance course, department and whole school review processes
- consolidating information on NCEA practice and procedures for staff and students into a single document for each, which keeps assessment-related communications current, complete, and readily accessible
- offering students the choice of completing external examinations digitally, where this option is available.



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27 June 2024

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External and internal review

External review

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

Action Items from 1 March 2019 Managing National Assessment Report

This report outlined five action items to be addressed and more detail was provided to the Principal's Nominee during a school visit in March 2023. The school agreed that a number of actions would improve the quality of their assessment systems. These were:

- ensure staff responses to external moderation include reviewing the internal moderation process
- clarify the process of resubmission and reinforce the requirements with staff
- withdraw students from a standard where they have not had an adequate assessment opportunity
- strengthen monitoring of the internal moderation process by reconciling completed internal moderation documentation with actual practice
- update documentation as detailed in the report.

Staff and students understood the process for withdrawing students from a standard where there has not been an adequate assessment opportunity and although documentation for this had been updated, there is a need to consider the audience and availability, as outlined in the credible assessment practice section of this report. Staff reflection around internal moderation processes as part of their responses to external moderation for some departments remain in its infancy. Consideration of how this could be embedded was an area the Principal's Nominee had identified as requiring some consolidation. Resubmission processes were understood, but refining this for some departments is encouraged so students can complete their resubmission in a timely manner.

A quality assurance system for monitoring internal moderation that reconciles documentation with actual practice had not been implemented to assure assessment quality within the school. Ongoing development is required to address this issue from the 2019 and 2016 Managing National Assessment reviews and is detailed later in this report.

External moderation processes and response to outcomes Hamilton Boys' High School is continuing to strengthen its processes to address issues identified from external moderation outcomes. The Principal's Nominee provides a template to the Teachers with Curriculum Responsibility, requiring them to compare the external moderation report with the assessor's judgements to accurately identify the issues, and develop a corresponding plan to resolve them. Action plans are routinely completed to address feedback from external moderation outcomes. These are compiled into a booklet for staff to refer to before and during the teaching of a standard.

Evaluating the effectiveness of the action plans in response to external moderation should be the next step. This will ensure that suggested changes have been made and produced the required outcome to improve assessor judgements. It is

recommended that evaluation of the actions is not done through resubmitting standards for external moderation the following year, but instead, through the use of subject associations, or colleagues from another school. Completing this next step will help ensure changes become embedded, and other standards can be requested for external moderation.

To further strengthen assessor knowledge and judgements, NZQA recommends that the school promotes the use of Pūtake, NZQA's Learning Management System. Pūtake has learning modules for NCEA subjects to help assessors improve their understanding of the assessment requirements for internal standards, and an assessor practice tool (APT) that staff can use to check the accuracy of their assessor judgements.

Exam centre and quality assurance check The 2023 Quality Assurance report of the Hamilton Boys' High School examination centre, identified necessary improvements. These areas relate to procedures, and discussions undertaken with candidates prior to, and during the examination period.

Internal review

Evidence of 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)

Hamilton Boys' High School reviews its assessment systems and course relevance regularly and deliberately through its use of the evidence-based review model. This review process fosters continuous improvement and accountability. Annual analysis is collected at a teacher level, collated by Teachers with Curriculum Responsibility and Heads of Faculty which initiate further discussions with the Executive Members and Senior Management team. To further enhance this review process, it is suggested that staff consider capturing formal student voice to enable student autonomy and engagement and identify areas for professional development both at a department and whole school level.

Growing staff and student digital capacity The school should consider offering students further opportunities to participate in external digital assessments. Students commented that they would like to have the option to choose digital assessments where this is available. The school has equipped itself with approximately one thousand devices for its students to use. While some subject areas use devices for internal assessments, others are frustrated by the increased demand which makes them less readily available for their students. Despite this, the experience with digital assessments, in particular, the NCEA co-requisites has been positive.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Assessment information to staff and students The school should evaluate how the information currently available to staff, students, and the community is presented. Although the information has been updated to meet NZQA's quality assurance requirements, policy and process are muddled and span several documents.

Separate fit-for-purpose staff and student handbooks would provide a readily accessible, consolidated, complete and current source of information on NZQA's requirements to support credible assessment practice.

Comprehensive tracking and monitoring supports student achievement

Effective data analysis and tracking processes enhance student achievement outcomes. The school's commitment to high expectations for student success has been realised through a comprehensive and inclusive support system. To closely monitor student achievement progress, all students meet with academic mentors to discuss their option choices, and students deemed at risk will be continually monitored. The Deans actively participate in this process, providing ongoing support through tailored conversations about students' achievement goals, progress, and implementing available support. Where necessary, learning and assessment programmes are adapted to suit student needs, and parents are kept informed throughout the process. This collaborative approach ensures that students receive assistance and resources to achieve academically.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Monitor and strengthen internal moderation Hamilton Boys' High School must create an effective process for monitoring internal moderation to ensure all results reported to NZQA are quality assured. This is to extend good assessment practice, support staff to make more accurate assessor grade judgements and to comply with NZQA requirements.

Currently, teachers are requested to submit their Internal Moderation Cover Sheets through the Student Management System. However, on inspection, this had not been actioned for four of the standards requested that had had results reported. More systematic and robust monitoring of internal moderation practices by the Principal's Nominee and senior leaders would improve internal quality assurance. This would ensure good practice is extended to external moderation processes and ensure staff are confident in making correct assessment decisions.

The NZQA Rules for Schools require each internally assessed standard to be moderated before its results are reported to NZQA. A check of each standard's Internal Moderation Cover Sheet is needed to:

- ensure assessment tasks are critiqued before use to ensure they are fit for purpose, and
- ensure subject specialists have been used to verify grades awarded on a strategically selected, sufficient sample of student work.

Assessors are expected to:

- use clarification documents, exemplars, and professional learning opportunities to inform assessment judgments, and
- record verification discussions on the cover sheet, including an explanation of why they may have chosen to ignore a verifiers grade change, and

- use subject experts from outside the school as grade verifiers where a pattern of inconsistency emerges and to counteract insularity.

Annual audits of Learning Areas were discussed, and these need to be conducted consistently, including ensuring that issues identified are followed up and resolved effectively. Where more general themes across departments arise, timely intervention across all departments can be initiated.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Hamilton Boys' High School has effective processes and procedures for meeting the assessment needs of its students by:

- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Hamilton Boys' High School has effective processes and procedures for:

- managing missed or late assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Hamilton Boys' High School has effective processes and procedures for managing internal moderation by:

- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school.

Hamilton Boys' High School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

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

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- reporting to the Headmaster and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Hamilton Boys' High School reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform staff, and students and their families about assessment

Hamilton Boys' High School has effective processes and procedures for:

- keeping assessment-related communications current and accurate,
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Hamilton Boys' High School assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Hamilton Boys' High School:

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

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 effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (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 Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- 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's consideration 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 five 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
- Teacher Policy and procedures -
Assessment on the National Qualifications Framework
Special Assessment Conditions
- Student course information and Policy
- Staff and Student Policy on ChatGPT and Generative AI Tools.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - English
 - Physical Education
- Teachers with Curriculum Responsibility for:
 - Biology
 - Information Technology
 - Mathematics
 - Psychology
- three students.

There was a report-back session with the Headmaster 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.