

Managing National Assessment Report

Hastings Boys' High School

October 2022

FINDINGS OF THIS REVIEW

Hastings Boys' High School

20 October 2022

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021.

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.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions and considerations

For consideration

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

- recording the completion and evaluation of actions to address external moderation outcomes inconsistent with the standard.



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December 2, 2022

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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 6 August 2018 Managing National Assessment Report

Hastings Boys' High School has addressed the five agreed actions from the previous MNA Review in 2018.

The staff has reviewed the verification processes for internal moderation, both selecting student work strategically and documenting the grade verification discussions. Furthermore, actions planned in response to external moderation are now completed in a timely manner providing a longer window in which to evaluate the effectiveness of the interventions.

All staff are now fully aware of the requirements for resubmission opportunities. Students when interviewed also confirmed that relevant information is passed on to them during assessment time. The staff handbook and student handbook have both been updated to reflect this.

Special assessment conditions applications are completed in a timely manner to ensure eligible students are provided with their entitlements.

External moderation processes and response to outcomes The school has a process in place to ensure that teachers reflect on external moderation outcomes and in conjunction with their Heads of Department, create action plans if needed. The Principal's Nominee tracks the process until the report is received. This process would benefit from the Principal's Nominee following through and seeking confirmation from the teacher or Head of Department that any action is implemented, completed and the desired outcome reached. The Principal's Nominee has a tracking spreadsheet for this purpose which would benefit from the addition of two columns on the same document to indicate these two things.

Hastings Boys' High School departments thoroughly review the moderator's reports and ensure that their systems are robust. They identify areas of strength and any of concern through the reports. The Heads of Departments work closely with the Principal's Nominee to ensure that Senior Management is updated with any trends and an action plan is established when needed and monitored by the Head of Department.

External Moderation feedback indicates that the majority of the school's assessor decisions are consistent with the standard. Teachers are aware that queries and appeals processes are available when they require moderation feedback or further explanation on areas they are uncertain about. The Principal's Nominee encourages teachers to use these two functions to seek advice when needed.

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)

Robust self-review practices ensure all students' needs are met Hastings Boys' High School has in place regular self-review opportunities for staff to reflect on its practices, such as managing extensions to submission dates, or authenticity, with the goal of confirming they are fit for purpose. An analysis of end of year data is carried out in January by Senior Management supported by the Principal's Nominee. Capability of staff, and department ownership of practices are taken into consideration when data is reviewed. NCEA Level pass rates, endorsement rates and results by ethnicity are all analysed with the purpose of identifying any unknown trends and to better support all students through NCEA. The actions taken following the 2018 Managing National Assessment Review have seen support for students improve resulting in the outcome of the 2021 end of year review showing an increase in achievement rates across all three NCEA Levels from the previous five years.

Departments also analyse their own achievement data for both external and internal standards. This is important for Heads of Departments to lead their staff towards a more meaningful range of standards being made available to students. In particular the number of standards and credits offered in each subject are closely monitored to ensure that students are reaching their academic goals without over burdening them.

Credible assessment practice to meet student needs

Evidence of 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)

Consistent practice school-wide is evident Hastings Boys' High School endeavours to have consistent assessment practice across departments and learning areas. The administrative framework for dealing with information and data, and the fair, valid and reliable structure of assessment practices are well developed and flexible to cater to all situations. Teachers interviewed at the review commented that communication amongst teachers and departments happens regularly to ensure they are all headed in the same direction and working towards the same goal of credible achievement for their students.

A wide variety of courses and assessment styles available to students When students make their subject and course selections, they are interviewed by senior members of staff, who ensure the student's choices align with their goals and aspirations. Senior staff give sound advice on what selections the students would best suit. The wide range of subjects available means students have an adequate choice to create a programme that fits best for them individually. Whānau are also involved in the process which builds student confidence because they know they are supported by all those around them in their selection and future pathway.

An assortment of assessment is used to cater to the needs of individual students, including portfolios, projects, tests and written assessments. The school is highly digital in curriculum delivery, and so digital assessment has become common

practice. Students when interviewed commented that this suits them well, because they can work at their own pace, including at home. Staff have access to the Hapara workflow, where feedback and feedforward is regularly available for students to learn outside of regular class time.

Internal moderation to ensure the reporting of credible results

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

Thorough process of checking using a “second pair of eyes” Hastings Boys’ High School staff regularly have the internal moderation process explained to them in staff meetings, Professional Learning Development and through the Staff Handbook. The Principal’s Nominee clearly outlines to staff that they are to check the school’s consent to assess, as well as the standard version to ensure the students are using the correct standard in their assessment. The school adheres to NZQA’s philosophy of using a “second pair of eyes” in this process, enabling each staff member to have a buddy to work with assuring the quality assessment materials. Assessment tasks are critiqued before being given to students and any purchased or taken from NZQA are also altered to fit the context of the school before being critiqued to ensure they are credible for assessment. Grades are verified in a timely manner by someone with specialised subject knowledge. This is sometimes completed by teachers from other schools or networks outside of the region. All this information is recorded accurately on the internal moderation cover sheet which is then uploaded to an online platform for the Principal’s Nominee to check when grades are entered into their SMS before being sent to NZQA. The Principal’s Nominee regularly meets with Heads of Departments to monitor the processes being undertaken to ensure there is consistency across the school.

The Principal’s Nominee regularly updates the staff weekly and consistently explains the importance of accurately storing student evidence in order to support the awarding of credits and grades when the standards are next assessed. This is to ensure that materials are available for moderation purposes. The Principal’s Nominee follows up on departments where there is a concern or if student evidence is missing for moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

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

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements and resourcing their support.

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

- managing resubmission and further opportunities for assessment
- monitoring the authenticity of student work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

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

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- 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
- documenting the completion of steps within internal moderation processes.

Hastings 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

- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Hastings 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
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Headmaster and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Hastings 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
- 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

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

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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.

Hastings 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 Hastings 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 2021* (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 2022* (Assessment Rules).

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
- *Staff Assessment Manual 2022 (Staff Handbook)*
- *Student NCEA Assessment Handbook 2022.*

The School Relationship Manager met with:

- the Principal's Nominee
- Headmaster
- Deputy Headmaster
- Deputy Principal
- Heads of Department for:
 - Commerce
 - Mathematics
 - Music
 - Science
 - Tourism.
- three students.

There was a report-back session with the Headmaster, Deputy Headmaster, Deputy Principal 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.