



# **Managing National Assessment Report**

**Mount Hutt College**

**March 2025**

# FINDINGS OF THIS REVIEW

## Mount Hutt College

**6 March 2025**

### 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 2022.

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.

### Actions and considerations

#### Agreed actions

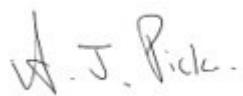
The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. This is to:

| Action  | Timeframe |
|---|-----------|
| <b>External and internal review</b>   |           |
| Strengthen the monitoring and documentation of external moderation follow up. | Immediate |

#### For consideration

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

- consolidating student NCEA information into one document as discussed during this review.

A handwritten signature in black ink, appearing to read "A. J. Picken".

Amanda Picken  
Manager  
School Quality Assurance and Support

**27 March 2025**

**NZQA**

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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 May 2021 Managing National Assessment Report** Since the last Managing National Assessment review, Mount Hutt College has provided evidence during the school quality assurance visits of the good progress it has made in addressing each of the agreed action items in the previous Managing National Assessment report, including:

- having a consistent, clear understanding of sufficiency and purposeful selection for Internal Moderation by all staff
- having course outlines follow a consistent format
- continuing to review staff and student NCEA documentation to improve currency and accessibility, as detailed elsewhere in this report
- checking that the internal moderation cover sheets reflect actual practice through online document sharing with Heads of Faculty.

**External moderation response to outcomes and processes** To ensure that External Moderation follow up is consistent, complete and compliant, the Principal's Nominee needs to document External Moderation follow up using a common template.

Monitoring of External Moderation is shared with Heads of Faculty. However, there is a lack of consistency in how this is managed and monitored across the various faculties. Although much of the good practice in evidence at the last review continues, the process is not documented consistently. Some of the follow up was verbal and therefore, not verifiable.

The Principal's Nominee is responsible for:

- ensuring Action Plans are created and stored as a record of the follow up process
- monitoring the progress and implementation of follow up action plans
- facilitating support for assessors where appropriate
- evaluating the effectiveness of External Moderation follow up.

External Moderation is best managed by having the follow up action plans for Not Consistent and Not Yet Consistent standards accessible to the Principal's Nominee, Senior Leaders and future assessors of the standard. The senior leaders' fortnightly *Line of Sight* meetings with staff could be used to discuss and evaluate assessors' follow up actions where required.

Where an External Moderation report identifies issues with the quality of internal moderation processes, regarding either the quality of the critiquing step or the quality of the verification step, the Principal's Nominee should ensure that the NZQA moderator's recommendations form part of the faculty's Action Plan.

## **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)*

Mount Hutt College is using its own processes of self-review based on data analysis and staff, student and community voice to build teacher capability and implement changes that will continue to improve assessment outcomes and create “*gainfully employable students.*”

Between 2020 and 2021, the school engaged in an extensive community consultation process to refresh its vision for the future, and position itself to better meet the needs of its students. Two strategic priorities emerged, captured by the phrase: *Our People; Our Place*. The school’s primary focus is to grow its young people and create improved connectedness to the local community. This has resulted in several key strategic initiatives by the school:

- the generation of the Mount Hutt College (MHC) student *Growth Profile*, aimed at creating leavers who are: thinkers, active, relational, self-aware with skills for life
- the introduction of the *Manaaki Stars Programme* - a weekly, timetabled, two hour period for all year levels to develop and nurture the above co-curricular skills
- a semesterised timetable at Year 11, so students can exercise greater agency by self-selecting modules based on their individual interests, needs and pathway goals
- the implementation of the Ōpuke Innovation Hub – a partnership with the local community providing resources, training and project-based initiatives with an emphasis on Agriculture and Trades.

The school is being supported by a local PLD provider to review the new Level 1 Semester Modules. An unintended consequence has been a drop in Course Endorsement at this level, but the school has an overall strategic goal to boost the number of Certificate Endorsements. Achievement of Merit and Excellence grades and awards is celebrated through special assemblies.

Each Head of Faculty presents their analysis of assessment outcomes and progress toward agreed targets in consistently formatted and comprehensive reports to the Principal and Board of Trustees. Assessment practice matters are regularly discussed in Heads of Faculty meetings and fortnightly *Line of Sight* meetings with a designated school leader.

## 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 2025)*

Since the last review, the new Principal's Nominee has introduced a range of digital technologies and online processes to improve NCEA assessment processes, including online storage protocols to ensure that all standards are available to be submitted for external moderation if required.

In response to the advent of generative Artificial Intelligence and the threat it poses to the authenticity of student work and the credibility of the NCEA qualification, the school has invested in a platform to provide greater security for work created digitally. Protecting academic integrity is a priority for the school and senior leaders rely on every teacher in the school using regular check points and Google Classroom to track the progress of work created over a period of time. Breaches of authenticity are detected through checkpoints, resulting in few confirmed breaches. The staff as a whole is working to ensure that students are well informed on how assistive tools and technology can, or cannot, be used.

Communications from the Principal's Nominee to staff on NCEA matters, and from Deans to students and parents about upcoming NCEA evenings, are sent via push notifications on social media. The school is holding an evening on the NCEA Co-requisite, so students and parents can better understand its significance in gaining an NCEA qualification and the options available to achieve it.

Until now, the school has provided separate NCEA information sheets to students at each level of NCEA. The school has been asked to consider amalgamating these into one document, as the NCEA Co-requisite is a requirement for any level of NCEA and students may need access to additional information where they undertake multi-level study. This will also enable the document to be more easily updated ensuring it is current and fit for purpose.

All Year 13 students are allocated a member of staff, who acts as a personal mentor in their final year. This successful model of individualised student support has been in place for many years and both staff and students attested to its value in their feedback during this review.

## 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 2025)*

**Internal moderation monitoring** In some subject areas, teachers need to be encouraged and enabled to make use of NZQA's assessor support resources, including courses available on NZQA's learning management system, Pūtake. Heads of Faculty should ensure their teachers are familiar with moderator clarification documents, their annual subject reports and exemplars, and use these to ensure they have a current understanding of the standard. Prior to assessment, teachers are encouraged to use the *Request Clarification of an Internally Assessed Standard* form to clarify their understanding of a standard, and to make better use of the *Query* function in the External Moderation Application as part of their external moderation

follow up. The few reports that were Not Yet Consistent last year, commonly point to the assessor needing to access more of the available assessor support. This advice needs to be included in the follow up action plans and any future assessment of the standard. Some faculties showed evidence of very good practice in this area, ensuring assessors reviewed all the support available.

In 2025, more teachers will use the student management system to record their internal moderation. This will give Heads of Faculty and senior leaders better visibility of the critiquing and verification steps for each standard and strengthen monitoring of internal moderation across the school.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Mount Hutt College has effective processes and procedures for meeting the assessment needs of its students by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on students' interests, needs, abilities and aspirations
- 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
- 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
- providing expanding opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Mount Hutt College has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for 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**

**Mount Hutt College 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Mount Hutt College 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.

## **Effective management and use of assessment-related data**

**Mount Hutt College 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 Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Mount Hutt College 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

- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

### **Mount Hutt College has effective processes and procedures for:**

- 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 in special assemblies.

### **Mount Hutt College 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 Mount Hutt College:**

- 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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2025*.

### **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:

- a sample of BOT Faculty reports
- information on their actions and self-review since the last Managing National Assessment report
- *Mount Hutt College 2025 – National Qualifications Assessment Procedures*
- *Mount Hutt College 2025 NCEA*
  - *Level 1 Student Information Sheet*
  - *Level 2 Student Information Sheet*
  - *Level 3 Student Information Sheet*
- *Mount Hutt College Strategic Plan 2023 – 2025.*

### The School Relationship Manager met with:

- the Principal's Nominee
- the administrative assistant to the Principal's Nominee
- Heads of Faculty for:
  - Arts
  - English
  - Mathematics
  - Science
  - Social Science
  - Technology
- three students.

There was a report-back session with the 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.