

Managing National Assessment Report

Broadwood Area School - Manganuiowae

May 2023

FINDINGS OF THIS REVIEW

Broadwood Area School - Manganuiowae

30 May 2023

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.

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

Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Improve NCEA communication to students and their families.	Immediate, 2023
Report a result for all internal entries, or withdraw the entry, as appropriate.	Continually, to be completed by 1 December data file
Internal moderation to ensure the reporting of credible results	
Ensure sufficient and purposeful verification occurs school-wide.	Immediate, 2023

For consideration

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

- to develop digital storage protocols for internal moderation documentation and student work for transparency and ease of access for all staff
- ensure staff regularly access data to inform students' learning programmes.

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14/12/2023

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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 30 October 2019 Managing National Assessment Report

Broadwood Area School – Manganuiowae has addressed the significant issue and agreed actions outlined in the 2019 report.

To resolve the significant issue, the Principal's Nominee has implemented a system to monitor the timely completion and effectiveness of action plans developed as a result of concerns raised in external moderation reports. The school provides professional development and ongoing support for teachers to address issues from external moderation feedback. This is discussed further in the External Moderation section of the report.

As agreed in the last report, changes have been made to the staff handbook to clarify and update information. This supports staff understanding of school policies, procedures, NZQA requirements and consistency of practice school-wide.

The item to support student understanding of school assessment practice has been partially actioned. A NCEA handbook is available to students and families. However further work is needed to ensure students are aware of and understand the school's assessment policies, procedures and the NCEA qualification. The Credible Assessment section of this report outlines how students' rights and responsibilities with assessment practice could best be communicated.

External moderation response to outcomes and processes Since 2019 the school's processes for responding to external moderation provide assurance of assessment quality. Teachers document a reflective report if there are any inconsistencies in the feedback, outlining the actions needed to effectively resolve the identified issue. The school supports teachers to make assessor judgements consistent with the standard through professional learning as required. This includes working with other subject experts internally or externally. Teachers use the NZQA query and appeal provision to clarify their understanding of the standard and grade boundaries, as appropriate.

The Principal's Nominee monitors the effectiveness of actions taken to address identified issues. Evidence of improved responses to moderators' feedback and effective evaluation of outcomes is confirmed by high consistency levels over the past two years.

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)

The school's vision is to promote opportunities for students to enjoy success as Māori, through preparing them to be comfortable in their cultural identity "Te Reo Māori me ngā tikanga o Hokianga."

Teachers are also committed to equip students for employment or tertiary studies by offering vocational learning and assessment opportunities to meet students' aspirations, qualification needs and interests. Some of the vocational learning pathways provided for the students are in partnership with the community businesses.

There has been extensive work within the school to identify students' career aspirations and pathways to align with individual employment or tertiary study goals. The school has extended learning opportunities to include training in Health and Safety, Fencing, Animal Care, and Hospitality. Work placements in the community include attending Kaitaia Tractors, Design and Print Kerikeri, and chef and veterinary sites. Evidence of ongoing involvement with tertiary pathways is the high levels of results reported by these providers, at approximately one third of all results reported.

School leaders and teachers have been working with the Ministry of Education to implement the NCEA Change Programme in preparation for 2024. The Ministry of Education is supporting the school to access specialist teachers and to understand the new standards and changes to the qualification. The school intends to participate in the Literacy and Numeracy/ Te Reo Matatini me te Pāngarau in the second assessment opportunity this year. This will enable teachers and students to become familiar with the NZQA digital platform and the school to gain an understanding of student readiness.

There are subject-specific Professional Learning Development workshops available to staff to strengthen teachers' content knowledge and teaching practice. They collaborate with the wānanga to stay informed of curriculum and teaching practice.

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, TEO's assessing Achievement Standards and Candidates 2023.)

Targeted learning and assessment to achieve qualifications Due to the adverse impact of the disruptions caused by COVID some students did not attain their qualification outcomes. To enable students to transition to further education, tertiary or employment opportunities year 11-13 students had the opportunity to participate in a wānanga led by Te Aho Tūroa at the end of the 2022 academic year. At the wānanga students were offered teaching and assessment in a range of subjects to gain their qualification goals.

Further teacher engagement with data is recommended The Principal's Nominee acknowledges that teachers would benefit from further training to use the student management system and NZQA website, to access the range of functions that are available. One example is teachers are encouraged to regularly check the accuracy of reported results for their students. Strengthening this approach will assist with the development and improvement of tracking students' academic results and give teachers ownership to use data to inform their practice and learning and assessment programmes. As a result, this could ensure that teachers are well informed of what is required for each of their students to achieve their NCEA goals and also discuss progress with students.

Communication of information could be strengthened Students interviewed for the review indicated that they were unsure in their understanding of NZQA requirements and school practices for the NCEA. NZQA recommends and the school agrees that communications could be shared more frequently and made more user-

friendly. Some strategies that could assist the school in communication and clarification of assessment policies and procedures for students and whānau are activities such as student assemblies, NCEA whānau hui and discussions during tutor group times.

Remove internal entries with no result Where there has not been an adequate assessment opportunity the school should withdraw the entry in the student management system by 1 December to ensure that student assessment records are accurate. A number of entries have been reported without a result in previous years, particularly for unit standard entries. This is the result of teachers being encouraged to enter in mark books all standards that are intended to be assessed at the start of the year. An inaccurate view of possible student achievement may be provided if tracking of progress includes those entries for which no results are ultimately reported.

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, TEO's assessing Achievement Standards and Candidates 2023).

The school needs to provide further support and guidance for teachers to help ensure school-wide understanding and consistent practice for the verification of student work. One subject teacher was unclear about the sufficient and purposeful selection requirements of verification including the subject specialist who would quality assure their assessor grades. While there are clear assessment guidelines for teachers and links to internal moderation processes, further clarification of expectations are needed at the individual teacher level to help ensure the quality of assessor grades. The Principal's Nominee monitoring of internal moderation steps identified issues and enables her to support teachers to resolve these.

Centralised digital storage of assessment materials planned The Principal's Nominee intends to develop a central folder that all teachers can access digitally to store assessment materials. Central storage of student work will support sharing of best practice and ensure material is available to NZQA, including when a staff member leaves. A further intended next step for the school is to share the responsibility for submitting external moderation to NZQA with subject teachers, to build school capacity. Submitting moderation enables staff to receive feedback and provides confidence to NZQA that assessment judgements are consistent with the standard.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Broadwood Area School - Manganuiowae 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 student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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 opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Broadwood Area School - Manganuiowae 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Broadwood Area School - Manganuiowae 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
- 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.

Broadwood Area School - Manganuiowae 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Broadwood Area School - Manganuiowae 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.

Broadwood Area School - Manganuiowae 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

Broadwood Area School - Manganuiowae 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
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Broadwood Area School - Manganuiowae assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Broadwood Area School - Manganuiowae:

- 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 Candidates 2023*.

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 Handbook, Managing National Assessment, Broadwood Area School Manganuiaowae 2023* (Staff Handbook)
- *Student Handbook, National Qualifications, Broadwood Area School Manganuiaowae 2023* (Student Handbook).

The School Relationship Manager met with:

- Principal's Nominee/Deputy Principal
- Teacher in Charge of:
 - English
 - Hospitality
 - Physical Education
 - Science
- 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.

Background

Te Kura Takiwa o Manganuiowae, Broadwood Area School, is located in the North Hokianga area. It caters for 122 students from Year 1 to 13. Over 95 percent of the students are Māori. The local Māori community and marae are within the tribal boundaries of Te Rarawa and Ngāpuhi Nui Tonu.