

Managing National Assessment Report

Mangakahia Area School

July 2022

FINDINGS OF THIS REVIEW

Mangakahia Area School

8 July 2022

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 2021*.

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 one year to check that this issue is being addressed.

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

The issue is:

- the need for documenting and monitoring the follow up of issues raised in external moderation.

Actions required to address significant issues

In order to address this issue, the school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)

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
External and internal review	
Monitoring and documenting the actions taken to address any issues identified in external moderation feedback, to ensure responses are effective.	Immediate.
Credible assessment practice to meet student needs	
Reviewing and amending the student NCEA handbook to ensure it is concise and includes the latest information about NCEA.	Inform students about any changes immediately, and update the handbook ready for start of next year.
Reviewing and amending the staff NCEA handbook to ensure it clearly outlines the processes and procedures expected by all learning areas, including the latest information about NCEA.	Inform staff about changes immediately, and update the handbook ready for start of next year.
Recording derived grades on the student management system to ensure these are sent to NZQA as part of the data file submission each month.	Immediate.
Internal moderation to ensure the reporting of credible results	
Establishing a process for monitoring internal moderation to ensure steps are completed and documented by all learning areas.	Immediate.



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21 September 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 15 May 2019 Managing National Assessment Report

Mangakahia Area School has made good progress in addressing most of the significant issues identified during the 2019 review. These include:

- teachers informing students of their preliminary grades in internal assessments before these have been internally moderated. This approach has addressed the time it can take for students to get their results after their marked work has been verified by teachers in other schools. Students and whānau are informed that grades may change as a result of the internal moderation process. The confirmed grades are sent to NZQA when the Principal's Nominee has seen evidence of the process having been completed. This has helped with tracking student progress and with student motivation and engagement.
- tracking of progress towards gaining literacy and numeracy requirements and completing qualifications has helped to identify at-risk students. Teachers provide appropriate support to help these students meet their goals.
- entries into NCEA internal and external standards are being checked for accuracy prior to key dates, removing entries not intended as part of students' assessment programmes. Teachers are now taking responsibility for the checking of entries throughout the year in the Student Management System.

External moderation processes and response to outcomes The school does not have effective processes to inform senior leaders that improvements identified as necessary in external moderation have been applied. The Principal's Nominee must establish a process to monitor and document the discussions she has with learning areas about external moderation feedback. This process needs to record the completion of planned actions before standards are used again and evaluate the effectiveness of these actions in addressing the issues identified.

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)

Mangakahia Area School has an ongoing programme of review, focusing on implementing processes to improve staff capability. The acting Principal is implementing changes to improve and support existing systems. These strategies are outlined below.

Use of Student Management System The school is growing its capability through more effective use of its student management system for assessment tracking and reporting. Teachers are now able to enter students in assessment standards and add preliminary results to markbooks. This has improved the accuracy of entries

made and enabled better tracking of achievement progress for NCEA qualifications and literacy and numeracy.

The acting Principal's prior experience is instrumental in working towards maximising the potential of this system and training staff in its use. The planned next steps are to use the student and whānau portal functionality.

Supporting student pathways The school introduced academic counselling in 2021 to support students to focus on programme pathways and how best to reach their future personal and attainment goals. Students meet with the acting Principal or Assistant Principal to consider pathways of interest and possible courses available in school and those offered by external providers to match their needs. The students spoken to appreciate these discussions and expressed how the counselling helped their motivation, identifying what to aim for and how to achieve what is required to reach their future aspirations.

Tracking student progress Senior syndicate and staff meetings focus on tracking results for NCEA students, particularly looking at attainment of literacy and numeracy requirements before students leave school. The school's goal of all students achieving these requirements and a qualification before they complete their schooling is starting to be realised. The school supports students to track their own progress using their NZQA Learner Login.

Improving digital readiness The school is not ready to meet the digital first approach of the NCEA Change programme. The school acknowledges that their current capacity to support widespread use of digital technology is limited by poor internet and out of date devices and is looking at the steps needed to rectify this. This may include upgrades to the network, new devices for student use and training of staff. The school could get feedback on their current capacity, with suggested ways of improving this, through an N4L systems check conducted by Network 4 Learning. The school will be able to engage with practice and end-of-year digital examinations and make more digital submissions for external moderation and assessment standards when these improvements occur.

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)

Student awareness of assessment processes Students need to receive information on assessment practices to know their responsibilities and how they can achieve an NCEA qualification. The students spoken to were unfamiliar with the NCEA handbook and unaware of some changes to NCEA, such as the rules for resubmission. The NCEA handbook requires regular review, to be written in concise, student appropriate language with key messages reinforced in class, especially for students new to NCEA at year 11. The school could add this handbook to their website, making it easier for students and whānau to access, to build understanding and ownership of assessment requirements.

Ensure the staff NCEA handbook is up to date The school must provide staff with clear and comprehensive assessment information to support best practice and promote collective ownership. The Principal's Nominee agrees that the staff NCEA handbook needs to be reviewed and updated to ensure it contains accurate information relating to NZQA procedures, such as changes to the resubmission rules.

It is important that this document is discussed with teachers and all learning areas are familiar with the school's expectations and can attest that quality assurance processes are being consistently applied.

Having this as a digital document can make it both easy to update and easy for teachers to access.

Reporting derived grades to NZQA The school gathers grades derived from practice assessment of externally assessed standard. The next step is to include these grades on the student management system so they can be sent to NZQA throughout the year. This is important if students need these grades due to unforeseen circumstances preventing them from sitting any external examinations at the end of the year.

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)

Monitoring of internal moderation Schools are required to monitor internal moderation to ensure assessment grades are effectively quality assured, and results reported to NZQA are credible. The Principal's Nominee gathers and stores this information but needs to monitor and document that this has occurred for all internal assessments. Monitoring will allow her to track when results are ready to be sent to NZQA and check that each part of the process has been completed in a timely manner.

The Principal's Nominee is recommended to develop an online system for learning areas to store evidence of their moderation and student work when more assessments are produced digitally. This will reduce the need for work to be printed out and stored in her office, as it is now. The Principal's Nominee having access to this digitally stored work will also support monitoring of internal moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mangakahia Area 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
- 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
- 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.

Mangakahia Area 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Mangakahia Area School has effective processes and procedures for managing internal moderation by:

- 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

Mangakahia Area School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored

Effective management and use of assessment-related data

Mangakahia Area 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 Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Mangakahia Area 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

Mangakahia Area School has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- 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.

Mangakahia Area School assists common understanding of assessment practice by:

- informing students about suitable learning pathways.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Mangakahia Area 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 whānau.

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
- *Mangakahia Area School Quality Management System Operations Manual 2022*
- *Mangakahia Area School Teachers NCEA Handbook 2022*
- *Mangakahia Area School Student NCEA Handbook*
- *Mangakahia Area School Assessment for Learning*
- *Mangakahia Area School NCEA Internal Moderation Process*

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers in Charge of:
 - English
 - Gateway and Technology
 - Mathematics
- three students.

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