

Managing National Assessment Report

Mangakahia Area School

September 2024

FINDINGS OF THIS REVIEW

Mangakahia Area School

26 September 2024

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 years.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Implement a process to respond to external moderation feedback and monitor the completion of any required actions.	Immediate for the 2024 moderation round and then 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:

- supporting staff to use the Assessor Practise Tool, Assessor support courses, modules and workshops found on NZQA's Pūtake Learning Management System to strengthen their knowledge and build confidence in the standards they assess.

A. J. Picken

Amanda Picken
Manager
School Quality Assurance and Support

1 November 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 8 July 2022 Managing National Assessment Report

Addressing the significant issues from this report has led to notable improvements in the school's assessment practice and quality assurance processes. Action items to update student and staff handbooks and establish a process to monitor internal moderation have been successfully implemented and are further discussed later in this report. Quality assured derived grades from practice assessments are recorded and submitted to NZQA. The significant issue of documenting and monitoring the follow-up of issues raised in external moderation has been partially addressed and is discussed in the following section.

External moderation response to outcomes and processes The school is continuing to develop its process for responding to external moderation outcomes. For the past four years student work was only submitted for external moderation in 2022. Covid-19 and two changes of Principals and Principal's Nominees (at the time of this report the Principal is also acting as Principal's Nominee) have caused considerable disruption to the school and its ability to submit and monitor external moderation. Submitting work for external moderation is a requirement of all schools to ensure that assessors maintain the accuracy of their assessment judgements.

Student work is being submitted for external moderation in 2024. Following this moderation round, the school will be able to implement the response process that is being developed. Teachers will complete a response form and, if required, implement an action plan. The Principal's Nominee will monitor these for completion and implementation as well as identifying and providing support where necessary.

The school could also consider encouraging staff to use NZQA's Learning Management System, Pūtake. As the school has some staff who are developing their experience and knowledge in assessing standards for NCEA, Pūtake has useful modules to help unpack standards and improve their assessing capability. The Assessor Practise Tool helps to build assessor confidence in making accurate judgements. The tool allows them to make judgements against student work, get feedback on their accuracy and an explanation of the judgement so that they can compare their own reasoning to that of the moderators. To help build confidence with the new Level 1 standards, the school could also encourage teachers to use the query and appeals function in the moderation application for any standards requiring further clarification.

As discussed in the Internal Moderation section of this report, the school has focused on re-building and strengthening this process and is now well positioned to begin responding to external moderation. External moderation is an indication of the robustness of the school's internal moderation processes, and this should be reflected in the external moderation outcomes in the future.

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)

Strengthening staff capacity to improve assessment practice Mangakahia Area School has effectively used its self-review to identify areas needing attention to ensure that credible assessment practices are maintained. The Principal's Nominee's review of assessment practice in 2023 discovered many issues that needed to be addressed, including internal and external moderation, a lack of academic mentoring and tracking of student achievement data, and staff understanding of NCEA and assessment practice. In 2024, the Principal's Nominee has used the weekly staff meeting to share ownership of the review process and co-construct the school's assessment practices and build teacher capacity. An updated staff handbook was produced, as required from the 2022 report, and staff worked through this with the Principal's Nominee to build a common understanding of assessment practices and ensuring that it was consistent schoolwide. This approach also strengthened staff knowledge and understanding of the requirements for NCEA, including the literacy and numeracy co-requisite, endorsements and the University Entrance Award. This was needed particularly for those teachers who are new to assessing NCEA. The handbook is also important as a source of information for any new staff to the school. Teachers interviewed for this report could readily articulate the school's assessment and quality assurance expectations.

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)

Reducing barriers to assessment success Implementing a process to identify students who are eligible for special assessment conditions (SAC) has reduced barriers to achievement for these students. The new Special Education Needs Coordinator's (SENCO) review of SAC revealed that the school had not made any applications since 2016 and that there was no current process to identify eligible students. Last year, the SENCO quickly identified and made applications for students who would benefit from SAC. Annual testing has been introduced for Year 10 students to identify them before beginning Level 1 in Year 11, ensuring that eligible students are not disadvantaged and receive the appropriate conditions to which they are entitled.

Supporting student progress The school has implemented a range of mechanisms that effectively support student understanding of NCEA requirements and their progress towards gaining a qualification. An updated student handbook, which was a requirement of the 2022 report, provides comprehensive information for students and their whānau about school policy and procedures, and how NCEA works. A common template for course outlines was introduced to ensure students receive an outline for all courses they undertake. The Principal's Nominee tracks and monitors student progress to identify students at risk of not reaching their goals using a spreadsheet for tracking all assessments happening within the school. The introduction of a weekly wānanga for senior students allows them to work on assessments to meet timelines, receive academic mentoring and track their progress towards their qualification goals. The wānanga empowers students to take responsibility for their progress and achievements, fostering a sense of shared ownership with their teachers. Parents attend a report day with their child in which they may ask questions about NCEA, discuss their child's progress and co-construct next steps. Whānau are also provided with an assessment calendar outlining when assessments are scheduled and their due dates, so they may support their students with managing their workload and meeting deadlines.

Meeting culturally responsive needs Mangakahia Area School is developing its staff capacity to be culturally responsive to meet the needs of its Māori students. 90 per cent of the school's population are Māori and delivering courses and assessments in a culturally responsive manner is a crucial aspect in meeting their needs to enable success. The school is using the Niho Taniwha framework to ensure all courses are delivered in a culturally appropriate manner. This framework is also being used to develop a school-wide approach focussing on improving student literacy and numeracy capability, particularly in the junior school, to support their preparation for the NCEA co-requisite. The school also provides courses to engage students in areas that are culturally important to them, such as Te Ao Haka and Te Reo Māori, which provide University Entrance pathways, and Toi Māori.

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)

Embedding consistent school-wide moderation practice A coherent internal moderation process has been developed and introduced ensuring all grades have been quality assured. The Principal's Nominee's 2023 review of school processes identified several areas requiring improvement, particularly in staff understanding of internal moderation requirements, emphasising a need for clear processes that staff can follow and be effectively monitored. Monitoring internal moderation to ensure all steps are documented and completed was an action item from the 2022 report.

The school's moderation process has been redesigned end-to-end. Staff were included in the redesign to ensure they understood the importance and requirement of each step, and that they had shared ownership of the process. An internal moderation cover sheet is completed for all assessments undertaken. Appropriate grade verifiers from within the school are used if available, otherwise subject specialists from other schools are used. Student material and the completed cover sheet are handed to the Principal's Nominee who checks all requirements have been met before entering grades and submitting these to NZQA. The Principal's Nominee uses a spreadsheet to monitor the completion of assessments and moderation and follows up any that are overdue. Student materials are securely stored to ensure availability for external moderation, either in the secure central location for paper copies or digitally on the school's shared drive.

Teachers interviewed described a consistent understanding of moderation processes. Evidence provided for this report demonstrated they are meeting the school's expectations and that the process will continue to be embedded over the next few years. Senior leaders can be confident that all grades reported to NZQA are quality assured.

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 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
- expanding 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.

Mangakahia Area School 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

Mangakahia Area 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

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
- selecting sufficient samples of student work to NZQA requirements
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

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 whānau about assessment

Mangakahia Area 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.

Mangakahia Area School assists common understanding of assessment practice by:

- communicating assessment information, such as holding 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 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 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 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
- *NZQA Qualification Guide, Mangakahia Area School 2024* (Staff Handbook)
- *Student NCEA Assessment Requirements, Mangakahia Area School 2024*.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal/SENCO
- Teachers in Charge of:
 - English and Mathematics
 - Gateway
 - Science
 - Toi Māori
- three students.

There was a report-back session with the Principal and Deputy Principal 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

Mangakahia Area School has experienced considerable change in the school's leadership since 2022. The previous Principal, who began in Term 4 2022, resigned at the end of 2023 with the Deputy Principal/Principal's Nominee becoming the Acting Principal. This appointment became permanent in Term 2 2024. Another member of the school's senior leadership team assumed the role of Principal's Nominee at the start of 2024. The new Board of Trustees took over the governance of the school in December 2023 following a Commissioner being in place for three years. At the time of this report, the Principal had resumed the role of Principal's Nominee on an interim basis.