

Managing National Assessment Report

Broadwood Area School - Manganuiowae

30 October 2019

What this report is about

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

- 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess, in combination with the most recent Education Review Office report 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 2019* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 each school's assessment systems at least once every four 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
- *Te Marautanga o Te Kura Takiwa O Manganuiowae*
- *Broadwood Area School - Manganuiowae policies*
- *NZQA Teacher's Handbook, Te Kura Takiwa O Manganuiowae Broadwood Area School - Manganuiowae 2019* (Staff Handbook)
- *Student Handbook with Course Outlines, Te Kura Takiwa O Manganuiowae Broadwood Area School - Manganuiowae 2019* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee/Deputy Principal
- Leaders of:
 - Physical Education
 - Te Reo Māori
- Teacher(s) of:
 - English
 - Mathematics/Science
 - Technology Construction
- three students.

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

SUMMARY

Broadwood Area School - Manganuiowae

30 October 2019

Significant issue found

This review found a significant issue that the school must address to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

The next Managing National Assessment review will be conducted within three years, with a return within a year to check that the identified issue has been addressed.

The issue is:

- monitoring of the external moderation process is needed to ensure that issues raised are effectively addressed.

Action required to address significant issue

In order to address this issue, the school must:

- follow-up external review recommendations and findings (CAAS Guidelines 3v)

Areas for improvement

The school's external moderation process, including response to moderation feedback, should be embedded so that actions taken by staff are completed in a timely fashion. A response process has been implemented but Senior Leaders should also check that actions taken address the identified issues.

Suggestions were made during the review for improvements and updating of assessment documentation to ensure it reflects school practice.

Some amendments to communications will improve student and whānau understanding of assessment practices. The student handbook should be simplified and written in a style and language suitable for its intended audience.

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

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- ensure the timely completion of actions taken in response to external moderation
- make changes to the staff handbook as noted in this report
- develop a student NCEA assessment handbook written in a style and language suitable for students and whānau

- implement communication strategies to ensure students are aware of and understand the school's assessment policies and procedures.

What the school is doing well

Broadwood Area School – Manganuiowae has addressed the significant issues identified during the previous Managing National Assessment review. Teachers and Senior Management are confident in their understanding of the assessment practices and are following a robust internal moderation system. No results are reported to NZQA until the process has been completed. The school is developing their capacity to address issues by internal self-review.

Academic and vocational pathways are available to students through a number of external providers as well as the school offering a range of subjects through 'Learning Hub's' and multi-level courses. This has enabled the school to offer a wider range of options and assessment opportunities for its students to meet individual learning and career needs.

Science, Technology, Engineering and Mathematics (STEM) subjects are being offered at school and through 'Farnet' Virtual Learning Network. With the appointment of a new Science/Mathematics teacher there has been an increase in student interest in these subjects.

The newly implemented mentoring of senior students, alongside tracking and monitoring, supports achievement. The school now identifies students at risk of not achieving a qualification and can put interventions in place.

The school has effectively communicated with staff assessment processes through the sharing of NZQA MythBusters, emails and discussions during staff and syndicate meetings. New staff had a thorough knowledge of the processes through the induction programme and the Deputy Principal/Principal's Nominee open-door policy.

Kay Wilson
Manager
School Quality Assurance and Liaison

2 December 2019

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2vi, 3iv-3v)

Action Items from 28 June 2017 Managing National Assessment Report

Broadwood Area School - Manganuiowae has responded to address the significant issues and agreed actions outlined in the 2017 report. The school was required to:

- use its self-review and evaluation processes to identify areas for on-going improvement and then action (CAAS Guidelines 3iv)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (Assessment Rules for schools with Consent to Assess 2017, 6.4b)
- follow-up external review recommendations and findings (CAAS Guidelines 3v)

The recently appointed Deputy Principal/Principal's Nominee is systematically reviewing the school's assessment practices. To ensure that the school is following NZQA Rules for assessment she is using the MythBusters, which are being shared with staff, to develop understanding and consistency of practice.

Internal moderation is now being closely monitored as detailed in this report. The systems implemented are now robust and consistently followed by all teachers. These are critical to the school's development of its capacity to provide quality assessment opportunities.

A system has been put in place to better monitor issues raised in external moderation. While evidence of this was seen during the review, it has yet to be fully embedded. To confirm that the process is completed in a timely fashion and that this is monitored by senior management, NZQA will return within a year to review progress.

Agreed items actioned The school has adequately addressed three of the four agreed actions from the 2017 report. The fourth action is no longer required as it referred to NZQA fees. Teachers are:

- engaged in the school's internal moderation process, and practice is consistent and robust
- now checking the accuracy of entry and result data using both the NZQA website and the school's student management system, with training being given on both systems
- aware of and understand the process and practice for providing resubmission opportunities.

Response to external moderation outcomes The school's external moderation outcomes have improved this year. The school values external moderation feedback as it gives teachers assistance with understanding the standard and confirms the robustness of the school's internal moderation processes.

Internal review

Evidence for 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 uses its self-review and evaluation processes to identify areas for on-going improvement. They have carried out a major review of learning and assessment in response to Education Review findings in 2017, and a desire to better meet students' needs and interests. This has resulted in a new approach to learning and assessment in 2019, *Te Marautanga o Te Kura Takiwa O Manganuiowae*, including their NCEA programme. 'Learning Hubs' have been introduced with all core subject teachers collaborating to provide learning and assessment contexts that better the individual learning needs of students. The Principal and Deputy Principal/Principal's Nominee discussed how they expected this approach would increase student engagement and achievement.

Review of the delivery of Literacy and Numeracy in the school has also been a priority, in response to low achievement in Year 11 over recent years. A mentor has been introduced to provide additional support to identified students. Evidence is collected by all subject teachers to support both Literacy and Numeracy attainment. The school's goal is for students to have achieved this NCEA requirement by the end of Year 11.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review and/or its self-review of assessment systems and practice. Senior management undertakes to:

- ensure the timely completion of actions taken in response to external moderation.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

Broadwood Area School - Manganuiowae has effective processes and procedures for meeting the assessment needs of their students by:

- applying for special assessment conditions using school-based evidence when student need is identified
- providing multi-level and differentiated assessment within courses
- adapting courses and contexts to meet the interests of students
- where appropriate, assessing students when they are ready, having flexible timing of assessments.

Broadwood Area School - Manganuiowae has effective processes and procedures for:

- tracking student progress towards meeting literacy and numeracy requirements
- monitoring the authenticity of student work submitted for assessment, using suitable strategies during the assessment and the marking processes
- ensuring evidence for derived grades is valid and standard specific
- meeting the requirements of the *Privacy Act 1993*.

Engagement in Science, Technology, Engineering and Mathematics (STEM)

Significant staff changes over the last two years has resulted in the employment of a new Science/Mathematics teacher who has initiated a review of STEM subjects. Students are now more engaged in Senior Mathematics courses and have in school support with Level 3 Biology and Chemistry which they study through an external provider. The school hopes that this will increase the interest and achievement of students in STEM subjects.

Meeting the individual learning needs of students Broadwood Area School - Manganuiowae uses a number of external providers to provide a range of vocational and academic assessment opportunities to meet the individual learning needs of its students. Vocational pathway opportunities are provided through Gateway, STAR and Trade Academy courses while Te Aho o Te Kura Pounamu and 'Farnet' Virtual Learning Network provide opportunities to offer a greater range of academic subjects.

Clarification of teacher understanding of resubmission Teacher understanding of resubmissions has been clarified with all teachers now understanding that it can only be offered to a student who is at the grade boundary to confirm a grade. The offer of resubmissions is at the discretion of the teacher and before any further teaching has taken place.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

Broadwood Area School - Manganuiowae has effective processes and procedures for managing internal moderation by:

- critiquing new and amended assessment activities before use to ensure they are valid and fit for purpose
- monitoring the completion of the internal moderation process before the results are reported to NZQA.

Broadwood Area School - Manganuiowae has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- successfully submitting digitally all selected samples of student work for external moderation
- ensuring samples of student work are provided by being adequately stored.

Improved internal moderation practice and monitoring This review found that teachers are appropriately documenting their moderation processes digitally, including the verification by suitably qualified subject specialists from within and outside the school of grades awarded on samples of student work. The Deputy Principal/Principal's Nominee monitors the process to confirm they are being followed by all staff. This includes checking verifiers to ensure they are suitably qualified subject specialists. Teachers attach to the internal moderation cover sheet a copy of their email trail with the verifier, including noting grade verification discussion and decisions, which is checked by the Principal's Nominee.

Focus on reducing workload by considering sufficiency of grade verification requirements The school should consider providing staff with further guidance on sufficient grade verification by the strategic selection of student work. Strategic selection has the potential to reduce verifier workload, without compromising the quality assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- providing staff with further guidance on the strategic selection of samples of student work for grade verification.

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How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Broadwood Area School - Manganuiowae effectively uses assessment-related data to support achievement outcomes for students by:

- reporting to the Principal and Deputy Principal/Principal's Nominee on student NCEA achievement each term
- providing an annual analysis of NCEA results to the Board of Trustees and the Principal
- helping teachers to plan courses that best meet the needs of students.

Broadwood Area School - Manganuiowae reports accurate achievement data by:

- using the Key Indicators to identify and resolve data submission errors
- submitting results to NZQA in a timely way and on a regular basis
- reconciling results from external providers with which they hold a current Memorandum of Understanding, to ensure results are reported with the correct provider codes.

Tracking and monitoring of student progress Broadwood Area School-Manganuiowae has recently set up a mentoring system for all senior students which identifies those at risk of not achieving a qualification to put interventions and support in place. These mentors, along with the Principal and Deputy Principal/Principal's Nominee, use the NZQA Login and the school's student management system to track and monitor student progress towards NCEA qualifications. Senior management hopes this will raise the achievement of students in NCEA Level 1 numeracy and literacy as well as achievement at all levels of NCEA.

Encourage use of Learner login The school has agreed to continue to encourage it's learners to use the NZQA Learner Login by regularly reminding students at assemblies, tutor group time and through their mentors. The Learner Login is a way for students to track their progress towards a qualification and check that entries and results have been reported accurately.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- continuing to encourage students to register for and use their Learner Login.

How effectively does the school's communication inform staff, and students and their families about assessment?

*Evidence for school communication promoting understanding about assessment.
(CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

Broadwood Area School - Manganuiowae has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedures to teachers through a variety of methods including staff and syndicate meetings, emails and sharing relevant NZQA information
- supporting teachers new to the school to understand assessment procedures and use the student management system.

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

- checking that teachers are following processes by discussing assessment practices in syndicate and staff meetings
- knowing that students understand what they need to achieve in order to gain a qualification

Updating of student and staff handbooks required Review of both the student and staff handbooks will ensure school documentation reflects school practice and NZQA requirements. It will support students and staff to have a clear understanding of good assessment practice.

The school should:

- update the staff handbook to clarify and/or update information on:
 - resubmissions and further assessment opportunities
 - breaches
 - appeals
 - digital submission of external moderation
 - internal moderation process
- simplify the student handbook so that is in a style and language suitable for its intended audience.

Ensure students and whānau are aware of assessment policies and procedures

While students interviewed clearly understood what they need to gain a qualification, they did not understand their rights and responsibilities with assessment practice. Ways in which information could best be shared with students were discussed with the Principal's Nominee, including at senior assemblies, whānau hui, through the mentoring programme and during tutor group time.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- make changes to the staff handbook as noted in this report
- develop a student NCEA assessment handbook that is written in a style and language suitable for students and whānau
- implement communication strategies to ensure students understand school's assessment policies and procedures.