

Managing National Assessment Report

Mangakahia Area School

May 2019

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 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, in combination with the most recent Education Review Office report, 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; 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 the 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
- *Mangakahia Area School Staff Manual 2019*
- *Mangakahia Area School Assessment for Learning Policy*
- *NCEA Instructions to Secondary Staff 2019*
- *Mangakahia Area School NCEA Student Handbook 2019*
- *MAS Minibook regarding NCEA achievement 2019* (handout for teachers)
- *NCEA Progress Sheet* (Teacher tracking sheet)
- *Mangakahia Area School and He Matariki School Quality Management System*
- a sample of course outlines for Years 11 and 12.

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers of:
 - Art
 - Hospitality and Careers
 - Independent Education Programmes
 - Physical Education
 - Mathematics
 - Science
- three students.

At He Matariki Teen Parent School, the School Relationship Manager met with

- the Manager
- the data manager
- Teachers of:
 - English and Life Skills
 - Mathematics and Science
- two 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

He Matariki Teen Parent School Mangakahia Area School is the host school for He Matariki Teen Parent School. The two schools operate under the same board, with results from He Matariki reported to NZQA using Mangakahia Area School's Consent to Assess. He Matariki operates independently but has a close relationship with Mangakahia Area School.

Where there are differences in practice at the two sites this is discussed in this report.

SUMMARY

Mangakahia Area School

15 & 16 May 2019

Significant issues found

This review found significant issues 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 two years to check that these issues are being addressed and that quality management of assessment for qualifications has improved.

The issues are:

- follow up of issues raised in external moderation is not monitored
- a need to improve the accuracy of entry data submitted to NZQA
- poor tracking of individual student progress towards qualifications.

Actions required to address significant issues

In order to address these issues, the school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)
- transfer student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted (*CAAS Guidelines 2.7iii*)
- use assessment information to inform learning and review of programmes and/or courses (*CAAS Guidelines 2.6v*)

Areas for improvement

The Principal's Nominee needs to check that the actions planned to address any issues identified in external moderation reports are completed before the standard is assessed again. Currently, the Principal's Nominee discusses with teachers the actions required but doesn't monitor that teachers have made the changes required or that the changes have had the desired effect.

The school agrees that they need to improve how they track individual progress towards completing a qualification. In 2018, many students did not complete the numeracy requirement for an NCEA. Better tracking earlier in the year, and appropriate interventions for identified students should lead to improved outcomes.

While moderation processes have improved, some teachers are not timely in verifying grades meaning that students have not had confirmation of grades from assessments earlier in the year. This makes it difficult for teachers to help students track progress towards qualifications and can discourage students from sustained effort through the year.

The processes that ensure that accurate data is reported to NZQA need to be reviewed. In 2018, there were a number of entries in external examinations and internally assessed standards that should have been removed.

Agreed action

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

- review moderation practice to ensure students get timely confirmation of grades for internally assessed standards
- review the process for managing possible breaches of the rules to ensure that the principles of natural justice are applied
- ensure that an application to use special assessment conditions is made for students who may be eligible.

What the school is doing well

The school has made progress towards completing the actions required after the 2017 Managing National Assessment review. The Principal's Nominee has clarified the expectations around internal and external moderation for teachers and there is evidence that practice is improving. The Principal's Nominee now sights evidence that all the steps of internal moderation are completed before results are sent to NZQA. This report contains suggestions for further improvement.

The school endeavours to develop a programme for each student that engages their interest and provides a meaningful pathway to future employment. A flexible timetable allows senior students space in their timetable to catch up on any work missed through attendance at work placements or externally run courses.

Students have access to information about NCEA processes but rely on their teachers to keep them informed. They understand how to meet their qualifications goals. Teachers are provided with a comprehensive package of documentation detailing expectations around quality assurance processes.

The quality assurance processes at He Matariki, the Teen Parent Unit effectively ensure they report credible results to NZQA.

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5 July 2019

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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 2.6iv, 3iv-3v)

Action Items from 15 March 2017 Managing National Assessment Report The Managing National Assessment review identified a number of significant issues. The school has made progress in addressing these:

- There has been progress around self-review of assessment and quality assurance processes. Areas for improvement have been identified and progress made towards implementation.
- The school has strengthened the follow-up of issues identified in external moderation. The Principal's Nominee now requires teachers to plan how to address any issues. The school agrees that the next step is to monitor that the actions planned are completed before the standard is used again and the success of their actions evaluated.
- The Principal's Nominee has improved the monitoring of the completion of the steps of internal moderation. Results are not reported to NZQA until the internal moderation cover sheet has been sighted.
- The school now checks that there is a memorandum of understanding with all external providers.

Response to external moderation outcomes The school's external moderation outcomes indicate the need for improvement in internal moderation processes, particularly in some subject areas. The school has taken some steps that are expected to lead to improvement. This is discussed further in the internal moderation section of this report.

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 noted the low success rate in Level 1 NCEA in 2018. They identified that some of this could be attributed to several students not meeting the numeracy requirement to gain an NCEA. As a result, it plans to improve how it is tracking student progress. The newly appointed Mathematics teacher expects that this year all Year 12 students will have completed the numeracy requirements by the end of the second term and most of the Year 11 students by the end of the third term. This, along with close tracking, is expected to lead to improved achievement outcomes at Level 1.

As part of its review, the senior managers identified that low attendance make it difficult for students to complete planned learning and assessment programmes. To provide an opportunity to catch up on work missed for unjustified absences as well as while attending NorthTec or work placements, students are timetabled to an Individual Education Programme (IEP) class. This can be used to complete learning

and assessment for their other classes or additional standards to complete the qualification.

The school's actions indicate that it is developing the capacity to review assessment programmes and make improvement. An ongoing programme of review should continue.

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:

- plan and implement an ongoing programme of review of assessment practice.

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)

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

- providing individualised assessment programmes
- assessing students when ready where manageable.

Mangakahia Area School has effective processes and procedures for:

- managing missed and late assessments, with most deadlines set individually by negotiation
- investigating appeals of assessment decisions
- ensuring valid evidence is available if needed for a for derived grade
- meeting the requirements of the *Privacy Act 1993*.

Science Technology, Engineering and Mathematics (STEM) outcomes The school has noted the low STEM success rate for students at the school. All students in Year 11 study Mathematics, with the opportunity to continue in Years 12 and 13. Students in Year 11 are assessed against at least one science standard and are able to select further standards that meet their individual interests. The very small cohort (one Year 13 student in 2018) means the STEM data provided by NZQA does not meaningfully inform review. Careers New Zealand recommends that students should study English, Mathematics and at least one Science subject, particularly if they don't have a specific career in mind.

Review process for managing possible breaches of the rules The school's process for dealing with suspected breaches of the rules should be reviewed to ensure that the principles of natural justice are met. In particular, students should be given a fair chance to explain their actions before a judgment is made. The school has agreed to review the process. However, there is no evidence that students have been treated unfairly to date.

Applications to use special assessment conditions The school has made no applications for students to use special assessment conditions over the last two years. As most assessment is internal, both Mangakahia Area School and He Matariki Teen Parent School are able to manage assessment programmes without disadvantaging students. However, both schools are reminded that appropriate conditions should be made available to meet individual student needs.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- review the process for managing possible breaches of the rules to ensure that the principles of natural justice are met

- ensure that an application to use special assessment conditions is made for students who may be eligible.

For consideration

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

- developing strategies to improve participation and success in STEM subjects.

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)

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

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify a sample of grades awarded to student work
- documenting the completion of the internal moderation process on a cover sheet and checking that all steps are completed before results are sent to NZQA.

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

- selecting samples of student work randomly to NZQA requirements
- ensuring samples of student work are provided by being adequately stored.

Delay in connecting with verifier delays students receiving confirmed grade

In many cases, teachers at Mangakahia Area School have not completed the verification of assessments undertaken in Term 1, leaving students with unconfirmed grades. All teachers have identified colleagues to assist with verification of grades. Some use the connections between Mangakahia Area School and He Matariki Teen Parent School; others have contacted colleagues in local schools. The teachers and the Principal's Nominee must identify the barriers to completing the processes in a timely fashion and focus on solutions.

At He Matariki Teen Parent School, the process for verification is well organised. Students are given a provisional grade after the teacher has assessed the work and this is confirmed or amended in a timely manner after verification.

Strategic selection for internal moderation At both schools, the number of students being assessed is generally small. However, they should consider providing staff with guidance on conducting sufficient verification by the strategic selection of student work. This has the potential to reduce verifier workload, without compromising the quality of the assurance process, and may reduce delays in verified grades becoming available to students. 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, and the availability of good quality grade boundary exemplars.

Digital submission for external moderation Both schools are encouraged to submit work digitally for external moderation if the students have produced it digitally. This makes it easier for the Principal's Nominee and simpler for teachers to query or appeal a report.

Input into external moderation plan Teachers have been invited to nominate standards for inclusion in the external moderation plan but have been reluctant to have an input. Selecting standards to be externally moderated means that teachers receive feedback for standards they most want guidance with to help their assessment practice. In addition to subject teachers making requests, the Principal's

Nominee can use her knowledge of practice in different subject areas to make requests.

Agreed action

NZQA and senior management agree on the following actions to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- review internal moderation practice to ensure students get timely confirmation of grades for internally assessed standards.

For consideration

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

- encouraging teachers to use a strategically selected sample of work for verification to confirm grades
- supporting teachers to submit work digitally for external moderation, particularly if it has been produced digitally
- encouraging teachers to select standards for external moderation that will provide useful feedback.

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)

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

- analysing some achievement data and using the outcomes to inform programme design.

Mangakahia Area School reports accurate achievement data by:

- having the data manager submit grades to NZQA after checking that all steps of moderation have been completed
- requiring teachers to check the accuracy of results data prior to submission to NZQA.

Data issues make it difficult to track achievement In 2018, the entry data held by NZQA did not accurately reflect the assessment programme undertaken by the students. Closer monitoring of the timeliness and the accuracy of entry data submitted to NZQA will provide better quality information to support student achievement. The following areas should be addressed:

- **Entries in examinations** In 2018 there were a number of entries in the external examinations that should have been withdrawn as the students had not intended to be assessed for the standard. The school had made the amendments, but the file was not processed before the NZQA cut-off date. Better practice is to make entries and withdrawals well in advance of the final date so the data on the NZQA website can be checked for accuracy.
- **Internal entries with no result** Along with the number of external entries that should have been withdrawn, there were a number of entries in internal standards in 2018 that had no result. NZQA expects that all entries will have a result or be withdrawn if the student has not had the opportunity to be assessed. The data held by NZQA should be checked before the final data file is submitted.

Along with the delay in getting verified grades as discussed in the moderation section of this report, inaccurate entry data makes it difficult to track student progress.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- review the entry processes for external examinations and remove entries if a student has not been prepared for assessment
- check that entries in internally assessed standards have a result or are withdrawn if the student has not had the opportunity to be assessed.

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

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

Mangakahia Area School has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedures to teachers
- supporting teachers new to the school.

Mangakahia Area School assists common understanding of assessment practice by:

- ensuring that teachers, students and parents have access to appropriate information
- informing teachers about assessment expectations and providing opportunities to discuss changes in the senior syndicate meetings
- helping students understand what they need to achieve in order to gain a qualification.

Student handbook The students spoken with understood what they needed to do to meet their qualification goals. However, they could not recall having received the handbook that contains key messages about expectations such as managing missed and late assessment, appeals and external examinations. It is good practice to remind students from time to time about the contents of the handbook to ensure that they, and their parents, have access to key information. Consideration could be given to having the handbook available digitally.

Ensure that moderation expectations in the handbook are clear The package of information provided for teachers about the school's assessment and moderation expectations does not give clear expectations about the process of verification. In particular, the handbook should clarify for teachers that work for verification should be strategically selected around grade boundaries, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard.

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:

- review the student handbook and ensure that students are informed of key messages about assessment processes.