

Managing National Assessment Report

Māngere College

July 2022

FINDINGS OF THIS REVIEW

Māngere College

26 July 2022

Consent to assess confirmed

This review found that the college is effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

No significant issues with the college's management of national assessment were found. The college's own review mechanisms allow them to identify and respond to most issues.

As a college 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 college agreed to reschedule this review from 2021.

Actions and considerations

Agreed actions

The college 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	
Ensure external moderation action plans address identified issues	Immediate on receiving external moderation outcomes
Internal moderation to ensure the reporting of credible results	
Strengthen the verification process	Immediate



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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 6 June 2018 Managing National Assessment Report The college has resolved the three action items from the 2018 report. The college provides clear guidance to staff on the use of the Supported Learning Standards and holds Senior Leadership Team (SLT)/Line Managers meetings with Heads of Departments (HODs) to discuss all aspects of quality assurance and credible assessment. The college has also removed information on assessment procedures from policy documents.

External moderation processes and response to outcomes Assessor judgements in some subject areas need improving. The Principal's Nominee and SLT/Line Managers need to monitor and evaluate external moderation outcomes to identify trends in subjects where moderators have identified poor levels of consistency between the standard and assessor judgements.

Subjects that have trends of Not Yet Consistent and Not Consistent are recommended to review their internal moderation verification process. This could include using subject specialists outside the college in these domains to verify ākongā work.

The Principal's Nominee and SLT/Line Managers should guide HODs to develop effective responses to outcomes from moderation reports. Teachers understanding of the standard and confidence in making decisions at grade boundaries will improve using this approach.

The Principal's Nominee will re-institute college-wide monitoring of external moderation processes, completion of action plans and storage of ākongā work. This was suspended due to Covid-19.

HODs are encouraged to take responsibility for managing and monitoring external moderation within their departments and to proactively select standards for the Moderation Plan. External moderation outcomes are included in each department's annual review and are reported to the Tumuaki.

Internal review

Evidence of the college 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)

Internal review is underpinned by three strategic programmes, Te Korowai o te Mātauranga, Āwhinatanga and Poutama. These are led by the Tumuaki and Senior Leadership Team. These have been developed through the college's annual Board of Trustees planning and review in response to the analysis of ākongā data. The focus is on continual improvement and review focuses on what the college is doing and what needs to improve. These measures have been put in place with the goal of raising ākongā achievement, engagement and attendance.

Te Korowai o te Mātauranga: Curriculum - *Using self- review, achievement data, and a range of interventions to enhance teaching and learning to meet the needs of all ākonga.* This strategy includes the college using external programmes, tutors and taking ākonga to a variety of tertiary institutes to engage and support ākonga in relevant pathways. Tracking of ākonga attainment is integral to this approach with academic and tracking meetings with ākonga every two weeks. The goal has been to build ākonga understanding, pride and increased engagement in learning and assessment. Through this initiative there has been a significant shift in Māori achievement with a focus on University Entrance pathways.

Āwhinatanga: Mentoring and Coaching - Enhance the ākonga ownership of their learning journey through effective mentoring and coaching relationships. Through Āwhinatanga, Māngere College has introduced 'Te Ara ki te Whare Wānanga - the road to tertiary study. This is a three-year programme with a focus on university entrance so ākonga in the programme have the option of university study when they leave school. The positive outcomes are ākonga ownership, power and control to make decisions regarding their own futures. The college has identified an improvement in teacher pedagogy and ākonga engagement leading to ākonga being empowered to make informed subject and career choices.

Poutama: Seek the Heights - Build the capacity of all to inquire into their own practice and be responsive to data in developing personal learning growth and improving ākonga self-management and the learning outcomes of our ākonga. The review utilises the achievement and attendance data to target ākonga engagement with a focus on Māori ākonga achievement outcomes and ways to support them to make good choices. As yet there is no clear data on the effectiveness of this programme.

Effective department review and reporting Māngere College use departments' end of year reports to review teaching, learning, and assessment programmes. This review supports teachers to develop their skills in self review and improvements in their programmes. In 2022 the focus is on a coaching programme for Middle Managers. 'The Growth Coaching Programme' has been introduced with the intent to provide support for staff in coaching conversations. These conversations support self-review by ensuring staff have the capacity to have improved, focussed discussions that lead to required changes. An example of this is SLT/Line Managers have identified the need for improved external moderation consistency rates, and further support and Professional Development has been highlighted. Through review, an increase in focussed meetings between SLT/Line Managers and HOD's have been put in place to enable the sharing of good practice and support. These meetings focus on credible assessment, quality assurance and other ākonga-centred developments.

The college's self-review is enabling the continuous improvement of college wide ownership of credible assessment and quality assurance systems to support ākonga engagement and achievement.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting ākonga 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)

Effective support and guidance for all ākonga All senior ākonga receive comprehensive guidance and mentoring on career pathways, subject choices, and the tracking of their achievement progress. Support is provided by their Awhina

teachers and the year level Dean alongside a comprehensive career programme Āwhinatanga. This programme has empowered ākonga to be proactive in developing skills required to enhance their own future pathways. Ākonga are on Individual Learning Plans and those identified at risk of not reaching their academic potential are well supported. Ākonga who require Special Assessment Conditions are identified, and staff are aware of the learning needs of these ākonga to ensure they receive the support they are entitled to.

STEM subjects for all ākonga Teachers of Science, Mathematics and Technology encourage attainment in these subjects to provide access to future learning and career opportunities. These subjects have open entry, and for ākonga with no prior knowledge extra tuition is provided including support within the Scholar's Club. These departments offer differentiated programmes to meet the individual requirements of the ākonga, using ākonga voice to develop relevant contexts. Māori and Pacific ākonga are offered training and upskilling in STEM subjects through 'The Nano Girls' and 'Puatala – STEM Hub'.

Departments are implementing the following initiatives to support ākonga achievement in STEM subjects.

- Science is using outside providers to inspire science learning for all ākonga; for example, visits to the University of Auckland and their provision of a physics tutor, the Pūhoro Science Programme through Massey University, and open days for feeder schools to create enthusiasm for science prior to entry into the college.
- Mathematics is compulsory for Year 11 ākonga. Differentiated career pathways programmes in Statistics, Calculus and general Mathematics are designed to meet the career and learning needs of the ākonga.
- Technology offers a variety of programmes using different modes of assessment to best meet the learning and assessment needs of the ākonga. Ākonga voice is vital to the development of these programmes and how achievement is assessed. An example of this is the department adopting other appropriate modes of assessment such as a video or a PowerPoint presentation based on ākonga feedback on a standard that previously required a large amount of writing.

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)

Strengthen the verification process In some subject areas the verification process is not supporting valid assessment judgements. Evaluating the effectiveness of verification partnerships along with reviewing external moderation outcomes would help to identify issues. Possible solutions could then include teachers using suitably qualified subject specialists from outside of the college as verifiers.

The use of clarification documents, exemplars, verification notes and professional learning opportunities should be also used to inform and further support assessment judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Māngere College has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the college's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for ākonga 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.

Māngere College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga 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 ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Māngere College 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
- 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.

Māngere College has effective processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored
- selecting sufficient samples of ākonga work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Māngere College effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Māngere College 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 ākonga and kaiako 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 college 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 ākonga and their whānau about assessment

Māngere College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the College through an induction programme to understand college and NZQA assessment processes
- celebrating ākonga success.

Māngere College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga 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 Māngere College:

- has addressed issues identified through NZQA's Managing National Assessment review and through the college'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, ākongā and whānau.

Why we review how colleges 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 colleges 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 colleges 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 college's review processes, assessment practice and quality assurance
- requiring action from the college where an issue is identified that significantly impacts on the college meeting the requirements of their *Consent to Assess*
- agreeing action with the college where an issue has been identified that could become significant if not addressed
- making suggestions for the college's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the college's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the college'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 college provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *NCEA Ākonga Guide 2022*
- *Staff Assessment Guide 2022*
- *Māngere College Policies and Procedures 2022*
- PowerPoint NCEA Respect and responsibility
- *My ticket to NCEA 2022*
- department review template
- response to external moderation

The School Relationship Manager met with:

- the Principal's Nominee/Deputy Principal
- Heads of Department for:
 - ESOL
 - Mathematics
 - Physical Education and Health
 - Social Sciences
 - Science
 - Technology
- three ākonga.

There was a report-back session with the Tumuaki 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.