

Managing National Assessment Report

Mount Maunganui College

August 2022

FINDINGS OF THIS REVIEW

Mount Maunganui College

16 August 2022

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 2021.

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 to five years.

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

Actions and considerations

Agreed action

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

| Action | Timeframe |
|--|--|
| External and internal review | |
| Ensure follow up to external moderation outcomes are monitored and address issues identified | Following the completion of 2022 external moderation reports |



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3 October 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 September 2017 Managing National Assessment Report

Mount Maunganui College has addressed the actions from the previous report. Assessment policies and related documents are up-to-date and clear, supporting teacher and student understanding and consistency of assessment practice. Internal moderation material is stored digitally and in department offices, ensuring access for internal moderation monitoring and external moderation as required. Work has been undertaken and is ongoing to ensure that derived grade quality assurance systems are robust and lead to the reporting of credible results.

External moderation processes and response to outcomes Responses to external moderation outcomes are not consistently documented by all Heads of Department. The Principal's Nominee is establishing a clear process whereby action plans are recorded and stored centrally so that he can monitor them for completion and evaluate for effectiveness of improvements. This will ensure that appropriate actions have been taken or changes made to assessor judgements or verifier feedback, assessment materials, and that assessors receive support where necessary before the standard is assessed again. Professional learning for assessors is made available through experienced kaiako, subject associations and expert kaiako from other schools.

There is a high level of consistency between assessor judgements and the standard confirmed by external moderators. This consistency has increased since the last review. Heads of Department report that they respond effectively to external moderation outcomes. Heads of Department also deliberately select standards for moderation so that they can be sure after feedback and shared understanding with grade verifiers that their kaiako assessor judgments are at the standard and therefore results reported are credible.

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)

Mount Maunganui College has sound self-review processes that ensure that assessment practice and procedures are up-to-date and consistent and are meeting the needs of their ākongā.

Senior leaders, Heads of Department and kaiako meet regularly, discuss curriculum delivery and assessment practices The school's collaborative and inter-connected meeting structure initiates effective internal review. There are strong lines of communication and sharing of ideas and good practice are a focus of these meetings.

The school seeks to be innovative in their programme pathways to meet the learning needs, abilities and career aspirations of their ākongā and develops and structures courses to do so. Ākongā can achieve success in pathways that are relevant to them and add value to their local community. The employment development course is an example of this.

NCEA Change Programme prompting review of the curriculum and course design The school is working with other schools in their Kāhui Ako, and stakeholders in the community to strengthen the use of local curriculum as contexts for their learning and assessment programmes.

As part of developing a new local curriculum, the school is also investigating becoming a BYOD school to encourage more use of digital assessment in preparation for the digital first approach for assessment with the changed NCEA qualification. This will build ākonga and kaiako confidence when engaging with digital assessment.

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)

Course development and review informed by data underpinned by student agency Heads of Departments meet with the Tumuaki at the end of every year to evaluate their courses, to inform changes to course design, contexts and standards. An analysis is completed using achievement data, ākonga voice collected through surveys, and an examination of ākonga engagement.

Ākonga interviewed reported that the school is very good at catering for their individual needs. In many departments, ākonga can select the learning pathway in that subject that best suits their needs and are able to participate in learning and assessment which is authentic and relevant to their attainment goals and aspirations.

Special Assessment Conditions for ākonga managed effectively Ākonga are given the best opportunities to remove barriers to fair assessment and engage in learning and assessment. The school has a policy that all ākonga who request or are identified as needing support are accommodated in some way. The SENCO works with intermediate schools to gather data about ākonga who may need additional support, and all year 9 ākonga are assessed in their first year of schooling. Ākonga who are referred by kaiako are assessed and whānau can request additional support for their ākonga.

The school applies for students identified as eligible for Special Assessment Conditions and resources their support for both internal and external assessment.

All ākonga achieve literacy and numeracy by the end of year 11 The school wants to ensure that all ākonga who are capable of attaining literacy and numeracy are given an equal and fair opportunity to gain these and subsequently attain a qualification. The school has co-ordinators for both literacy and numeracy who are responsible for monitoring ākonga progress towards attaining this requirement of the NCEA qualification, and University Entrance literacy. In term three, ākonga who are at risk of not achieving these are identified and kaiako discuss options with ākonga and work on opportunities for assessment in additional standards including having extra time to complete the required work.

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)

Internal moderation processes assure senior leadership team all reported results are credible The school effectively monitors internal moderation. Heads of Department and kaiako consistently follow the required quality assurance processes and are monitored by the Principal's Nominee through a fit for purpose digital process. This consistency of practice enables issues to be identified and resolved, as needed, and results in high agreement rates for external moderation.

Standards and assessment tasks are discussed at the beginning of each year and are checked to make sure that any changes required after internal and external moderation have been actioned. Tasks are critiqued within the learning area to ensure they are fit for purpose and will deliver valid assessment of the standard. Kaiako use an internal moderation sheet to record completion of each step of the process from review of the activities through to grade verification, and identifying and using benchmark samples to assist with accurate marking. They are then uploaded to a central digital folder. Sufficient and purposeful grade verification of assessment decisions is completed and recorded by other kaiako within the school, through cross or panel marking, or by kaiako from other schools to ensure that grades awarded are credible.

Moderated student work is stored securely either physically in the Principal's Nominee's office or in a secure digital folder. This ensures that all moderated material is available for submission for external moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Mount Maunganui 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 school'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
- expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted 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.

Mount Maunganui 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

Mount Maunganui 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
- 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 ākonga 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.

Mount Maunganui 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Mount Maunganui 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.

Mount Maunganui 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 school holds current Memoranda of Understanding.

Effective communication to inform staff, and ākonga and their whānau about assessment

Mount Maunganui 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 school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success, such as year level assemblies.

Mount Maunganui 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 Mount Maunganui College:

- 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, ākonga 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
- Mount Maunganui Assessment Information 2022
- Mount Maunganui Assessment and Moderation Policy and Procedures

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English
 - Employment Development
 - Food Technology
 - Physical Education
 - Social 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.