

# **Managing National Assessment Report**

**Manawatū College**

**May 2024**

# FINDINGS OF THIS REVIEW

## Manawatū College

10 May 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 to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2023.

### Actions and considerations

#### Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Ensure derived grade results generated from practice examinations are submitted to NZQA.	Prior to the start of the end of year examination period.

#### 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 students to use their NZQA Learner login
- reviewing the accessibility of the student handbook
- ensuring all staff are aware of, and utilise assessor supports such as the NZQA Learning Management System, Pūtake.

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24 June 2024

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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 26 June 2020 Managing National Assessment Report**

The school has addressed the two action items from the previous MNA report.

The Principal's Nominee has instigated a thorough system to support and follow up that external moderation feedback is effectively addressed. She provides a copy of every external moderation report to the relevant assessor and where there are issues identified, requires them to complete a reflection sheet, then meets with them to discuss their responses. This supports the reporting of credible results to NZQA.

The strengthening of good internal moderation practice has been led by increased oversight of the Principal's Nominee. At the start of the year, teachers indicate the verifier they plan to use on the newly developed verifier spreadsheet. This has led to discussion around ensuring the verifier selected is appropriate by having recent standard specific experience. The use of a standardised internal moderation sheet requires teachers to state the reason for selecting pieces of work for verification. The importance of purposefully selecting pieces of work has been communicated, including those at grade boundaries. Purposeful selection and subsequent discussion support teacher understanding of the standard and is internal moderation best practice.

**External moderation response to outcomes and processes** The response to external moderation form and process supports the effective follow up of external moderation. Teachers are required to respond directly to the moderator's feedback and are encouraged to utilise the appeal and query functions. Teachers must also state ways they are continuing to develop as an assessor. Examples of assessor supports available are discussed in the internal moderation section of this report.

The overall moderation consistency rate has increased since 2021 providing improved confidence in the credibility of assessor grade judgements. To strengthen this further the school should continue to focus on areas where a trend of inconsistent outcomes could be developing over several years.

### 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)*

Self-review is a schoolwide process that aims to improve outcomes for students. The use of data is imperative in this and is used to identify areas for focus and to inform improvement. Regular data updates enable shared ownership of the tracking of student progress towards their goals by whānau, students, academic coaches, deans and the senior leadership team. One recent response aimed at improving student engagement and achievement has been moving to a semester course timetable structure. This was designed to provide more flexibility and variety for student programmes. It has resulted in a greater spread of assessment opportunities throughout the year. When first implemented, a two-week flexible learning week was included between the end of one semester and the start of the next to enable catch up time and final assessment completion time. Following review, which included

student voice, this period has been shortened considerably in 2024 as it was felt the time could be better utilised within the usual timetable structure.

Other recent initiatives implemented in response to internal review include:

- developing the use of a shared drive for storage of standard related material including benchmark samples and moderation outcomes ensuring availability and accessibility even if teachers leave the school
- investigating ways to increase the number of students participating in external assessment
- involvement in Review of Assessment Standard (RAS) pilots to support the move to digital assessment and NCEA Level 1 changes.

**Planned NCEA Co-requisite implementation** The school has implemented processes to help maximise student success with the Literacy and Numeracy NCEA Co-requisite. It has introduced a dedicated Literacy and Numeracy course at Year 11 to prepare students to undertake the Co-requisite assessment when they are deemed to be ready. The school has made a conscious decision not to enter Year 10 students and to focus on Year 11 – 13 students as appropriate. The school has spent time checking connectivity through practice exams and working with students who may require Special Assessment Conditions in order to minimise barriers to achievement.

**Developing ownership of assessment practices** The previous Managing National Assessment review asked the school to consider succession planning for the Principal's Nominee role. While the Principal's Nominee remains in the role, she continues to actively involve others by developing consistent processes, having shared visibility of outcomes such as external moderation results, as well as growing a collective understanding of credible assessment practice. This approach will continue to help embed the systems, expectations and philosophy associated with the Principal's Nominee role irrespective of personnel.

**Improved tracking of student progress towards achievement** Tracking of students towards qualifications has been strengthened and become more proactive. Each senior dean has a focused spreadsheet to identify previous results and current progression towards academic goals. They work with academic coaches who in turn liaise with and support allocated students to set goals, unpack the requirements of the qualification and plan their pathway towards achieving their qualification goals. Progress data is regularly updated and shared with senior leadership. There is strength in this multifaceted approach. Although achievement rates dropped in 2023, they remain above comparable schools at Level 1 and 2 and there is understanding of reasons behind the pattern.

**Use of NZQA Learner login will support tracking of student progress**

Encouraging students to utilise their NZQA Learner login enables them to check entries and results to ensure that they are current and accurate, as it is only these results that are used for the award of a qualification. Only 31 percent of students had logged into their NZQA Learner login since 30 January 2023 which is under half the rate of comparable schools. While tracking processes have developed, students still rely on the School Management System as their main source of information on their achievement. Use of the Learner login also enables access to a range of other functions and supports available through the NZQA website. This could include access to digital exams, applying for reconsideration and reviews of external assessments, and ordering certificates and Record of Achievement.

## 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)*

### **Develop a process to ensure all derived grade results are reported to NZQA**

The school must develop a process to ensure derived grades generated from practice examinations are submitted to NZQA in datafiles prior to the NZQA end of year examination period. This will ensure that all students have access to a grade if external assessment opportunities are disrupted. Those interviewed confirmed they hold practice exams that mirror NZQA examination conditions and quality assure their results. However, in 2023 only 10 percent of these results were reported to NZQA.

The Student Management System has the mechanism to include these results in its data file submissions ensuring they are readily accessible if required. The *Derived Grade Profile* and the *Derived Grade for Unexpected Events Report* available through the Provider login could assist with investigating the issue and tracking progress of individual subject areas in the reporting of derived grades to NZQA.

**Review accessibility of the student handbook** The school should review the accessibility of the current student handbook. All senior students are issued with a hard copy NCEA information booklet at the start of every year following an assembly led by the Principal's Nominee. While the students spoken to were aware of having received the booklet, they did not refer to it. They questioned the relevance of the printed copy format particularly in subsequent years after first receiving it as they had "already read it." The school is encouraged to review the appropriateness of relying on a hard copy and could consider also utilising online options such as Google Classroom and/or the school website. This would allow timely access for students, staff and whānau. Electronic versions can also utilise embedded links to further information and ensure any updates made are immediately available.

## 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)*

**Internal moderation monitoring system has been strengthened** The school has moved to online monitoring of internal moderation after trialling this in the previous year. The online system enables visibility for all staff including middle managers who support in the monitoring and maintains a centralised reference when there are changes in staff. This process ensures there are consistent expectations and assures the senior leadership team that all work has undergone a quality assurance process before results are submitted to NZQA. The monitoring must continue to be supported by reconciling actual practice with what is indicated on the internal moderation cover sheet through the Principal's Nominee's Department audits. This will further support effective practice.

The verifier spreadsheet helps to review the appropriateness of the verifiers used by teachers for the verification step of the internal moderation process. The spreadsheet also shows examples where the same verifier has been used over several years and

therefore times where it would be good practice to consider a change to avoid becoming insular.

**Assessor support available** The school should ensure all teachers are aware of, and utilise, available NZQA's assessor supports to improve and develop their NCEA standards assessment capability. NZQA's Assessor Practice Tool for internal assessment is available in Pūtake through the Education Sector Login. This enables teachers to grow and reinforce their assessor capability for specific standards. Assessors practise making grade judgements and then receive feedback on how closely their grade matches those of the NZQA moderator. In addition, Pūtake offers modules and short courses on topics such as Managing Authenticity and different ways of approaching assessment.

Teachers should also be reminded they can ask specific questions of NZQA moderators about how to interpret a standard prior to assessment by using the *Request for clarification of internally assessed standard(s)* form available on the Subject Resources pages of the NZQA website. Use of exemplars and clarification documents will also support assessor judgments.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Manawatū College 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
- 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 students 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.

**Manawatū College 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**

### **Manawatū 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 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.

### **Manawatū College 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

### **Manawatū College 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Manawatū 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 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

**Effective communication to inform staff, and students and their families / whānau about assessment****Manawatū College has effective processes and procedures for:**

- keeping assessment-related communications current and accurate
- 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes.

**Manawatū College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA 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 Manawatū 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, 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
- *Manawatū College (0205) National Qualifications 2024 Staff Procedures Handbook*
- *Manawatū College National Certificate of Educational Achievement NCEA Student Handbook 2024.*

### The School Relationship Managers met with:

- the Principal's Nominee
- Teachers / Kaiako of:
  - English
  - Mathematics
  - Music
  - Science
  - Social Sciences
  - Vocational Pathways
- four students.

There was a report-back session with the Principal / 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.